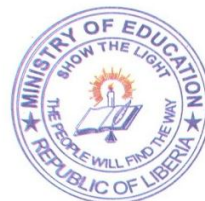
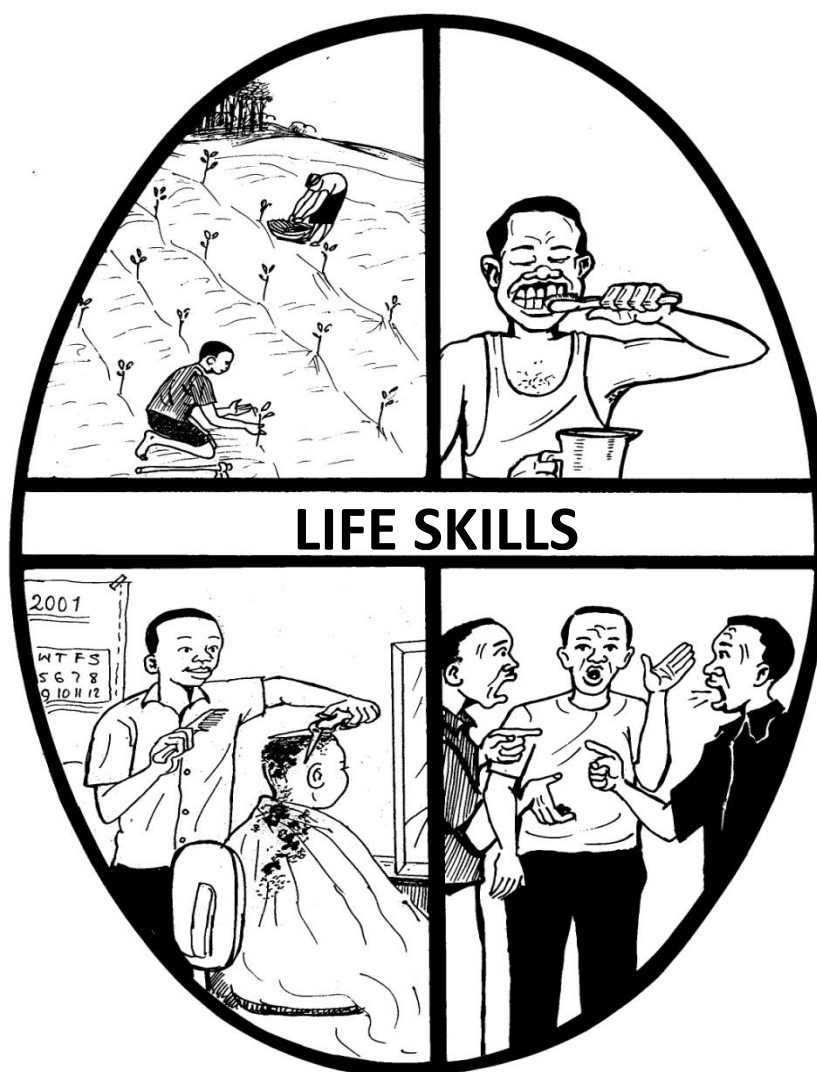




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Alternative Basic Education Curriculum



Facilitator's Manual for Life Skills Level 1, Semester 1

August 31, 2011

Ministry of Education, Government of Liberia

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Introduction to the Facilitator's Manual

Section 1: Background on the Curriculum

Purpose and Audience for this Manual

This manual is designed for the facilitators of the Level 1 Life Skills curriculum of the alternative basic education system in Liberia.

The lessons contained in this manual have been field tested and revised based on feedback from facilitators and their students in six counties of Liberia. Facilitators who use this manual should be sufficiently trained and prepared in order to accomplish the learning objectives for the life skills curriculum. Basic minimal preparation for life skills facilitators includes:

- Familiarity with the Liberia's alternative basic education program.
- Experience with the best practices in life skills instruction, including experience in teaching for learners with limited or no literacy skills.
- Experience and knowledge of facilitation skills.
- Knowledge and appreciation of youth development, youth- and adult learning theories and practices.
- Creativity and flexibility in preparing and facilitating lessons.
- Familiarity with the instructional methods and materials used in the lessons.

Overview of the Alternative Basic Education Program and Curriculum

Liberia has had a range of alternative basic education programs for adults and out-of-school youth for over half a century, including basic literacy programs and accelerated learning programs. These programs have been implemented throughout the country by various government agencies and nongovernmental organizations.

The need for alternative programs to reach youth, who missed the chance to attend formal school at the age-appropriate level, is greater now than ever. For over 25 years, because of civil conflict, young adults in Liberia have missed opportunities for sustained, high-quality formal schooling. Large numbers of youth and young adults who grew up during the conflict are now too old to attend regular, formal school with children; they need education and training to live full and productive lives. Because of the pressing need for basic and functional literacy, for

employment-related learning, for inclusion and support for women and girls' education, and for other important daily living skills and knowledge in health, management money, conflict resolution and environmental practices, the Ministry of Education has created a national system of alternative basic education.

The purpose of the Ministry of Education's Alternative Basic Education program is to provide learning opportunities in basic education, including literacy and numeracy, and work-related and life skills for all out-of-school youth and adults age 13 and older, who want to learn new skills or strengthen existing skills. As stated in the approved alternative basic education policy, the Ministry will provide a single national system for planning, implementing, monitoring and evaluating of alternative basic education services for out of school youth and adults throughout the country.

The curriculum of the Alternative Basic Education (ABE) program is designed to help learners meet the learning outcomes described in the educational policy:

- Achieve functional literacy and numeracy levels.
- Obtain life skills needed for successful living in the family and community.
- Obtain work readiness skills needed for success in the world of work.
- Prepare for apprenticeship or vocational skills training.
- Prepare for 6th grade equivalency or to enter Junior Secondary School.

Section 2: Guidance and Tips for the Facilitator

Teaching and learning practices in alternative basic education programs tend to be different from those found in formal conventional school settings, though good practices in alternative basic education can be found in reformed formal schooling. In general, instruction in alternative basic education involves less lecture and presentation and more active learning and service learning projects in both the classroom and community. Learning may be derived from or immediately connected to students' interests, goals and needs.

In alternative basic education programs, the individuals who deliver instruction are often called facilitators, to reflect their role of guiding and assisting participants in the learning process. To

facilitate literally means ‘to make easier’. In effective alternative basic education programs, the role of the facilitator is to make it easier for people to learn by creating and maintaining a supportive environment; to make it comfortable for learners to participate in group processes; and to make sure that the content is meaningful and appropriate for the learners. Experienced facilitators are flexible and creative, yet able to follow a sequence of learning activities in order to ensure that participants have the opportunity to fully develop their skills in the specific content area.

Of course, facilitators need to be proficient in the content area. Facilitators of the Liberian alternative basic education Life Skills curriculum should be familiar with best practices in Life Skills instruction, knowledgeable about the specific life skills issues prevalent in Liberia, and comfortable communicating about a range of topics including sensitive ones. It is also very helpful to have some background in principles of youth development and in adult learning theory.

This section provides guidance and tips for facilitating the learning process and a few more details about the organization of the lessons that follow. In the next draft of this Manual, this section will include information about the Service Learning component of the alternative basic education program as well as guidance on documenting the progress of learners.

Activity-Based Teaching and Learning

In working with youth, it is important that the curriculum be delivered using active learning - methodologies that encourage full participation, in an environment that is open and accepting. Creating and maintaining a respectful and collaborative learning environment will enable participants to participate fully, and in a way that maximizes their learning. At the same time, norms should be established with the participants in the beginning and should reflect the rules or guidelines one would find in daily life at work and in the community. These norms might include (especially in the workplace): being on time, having regular attendance, dressing appropriately, being accepting and open to everyone’s contributions, speaking respectfully to one another, not interrupting when someone else is talking, working in a team, and taking on responsibility.

It is also important that the learning environment provides participants with the opportunity to take on leadership roles. In addition to learning the basic academic skills of literacy and numeracy, many learners are also interested in improving the interpersonal, problem-solving skills and leadership skills that are needed at work and in the community. Especially in the life

skills and work-related learning courses, but also in the literacy and numeracy strands, there are opportunities for participants to lead activities and discussions; report on or summarize for the larger group the results of small group discussions; assist the facilitator in preparing materials; etc. The facilitator will need to be aware of who is and who is not participating and find ways to balance their participation so those who tend not to speak or take a leadership role get the opportunity to be active within the class.

Through the use of a variety of active, learner-centered teaching methods, the alternative basic education courses aim to build on and enhance participants' existing knowledge and skills and provide them with opportunities for practical experiences, not just academic work. Actively engaging youth in activities through participatory and practical methods will strengthen their confidence levels as well as develop their skills in literacy, numeracy, and the range of interpersonal, problem-solving, and leadership skills that are included in the life skills and work related learning courses.

The following types of active learner-centered teaching and learning methods may be found in alternative basic education programs. Some of them are used in the Liberia alternative basic education courses; others may be adopted by facilitators as they become familiar and experienced with the new curriculum.

Pair share and pair work: When introducing a new activity or when working with the large group, the facilitator may find it useful to have two people sitting next to each other to work together or share their ideas on a topic. This encourages participation from those that are less comfortable speaking in front of the large group, gives an opportunity for participants to share their experiences and ideas with someone, and helps to build trust among participants as they get to know each other better. The facilitator should remember to give clear instructions and keep to time.

Small and large group discussion: Discussions happen in every activity whether it is working in small groups or large groups. As a facilitator it is important to be clear on what the task/topic of discussion is; keep participants focused on the topic; make sure everyone has the opportunity to participate; keep to time and gauge participants' levels of energy and interest. During small group discussions, it is important for the facilitator to go around to all of the groups to make sure they have understood the task and are staying on course and to check their understanding of the topic. During large group discussions the facilitator needs to manage the flow of the discussion; help make connections among ideas and points that are expressed by participants; engage those who are not participating and repeat or sum up the main points discussed.

Small group work: Many activities get carried out in small groups to allow maximum participation. When working in small groups, it is important to:

- Divide participants in different ways and in groups of different sizes, depending on the activity (and mix the groups each time so they aren't always working with the same people);
- Give clear instructions on the task, time allotted, the expected outputs, and how the output or outcome will be reported back to the full group. If the output will be presented on flip chart paper, someone will need to be designated as the recorder. If literacy levels are low, verbal feedback is better;
- Visit groups to make sure they are on the right track;
- Manage the time well, especially when the small groups are sharing their output with the large group.

Individual work: Throughout the alternative basic education curriculum, learners will engage in some individual work, most of which will be done in their work/copy books. It is important for the facilitator to be available to help and encourage learners, as well as to ensure that there is a quiet atmosphere in which to work. Individual work doesn't mean that learners cannot consult with or help each other; rather it means that each person is writing, reading, or calculating on their own first. For most people, learning is a social activity; we learn from and with others.

Role plays: Role plays provide the opportunity for participants to practice new skills and attitudes in the safety of the workshop setting before trying it out in the real world. Role plays can be planned ahead of time with a script or be developed by the participants themselves around a particular issue. They can be done by a few people in front of the large group to demonstrate a skill, attitude or situation, or they can be done in small groups of three where people switch roles after a period of time. Typically, in the small group one person acts as an observer and gives constructive feedback back to the other group members. When doing role plays, it is important to give the participants information on the objectives of the role play, their specific roles and a checklist for the observer. Role plays should always be processed afterwards, where the facilitator can lead the discussion with some guided questions prepared beforehand.

Case studies/ scenarios: Case studies provide participants with the opportunity to put their newly acquired knowledge into practice, to identify, analyze and solve a problem. The case study can be based on a real life situation or be created to reflect an issue they might face at home, at work or in the community. Case studies can be read aloud to

participants or handed out, depending on the literacy level. They can also be completed in pairs, small groups or large groups. The information in the case study /scenario should be clearly presented and a set of questions should be provided to help guide the participants in their analysis. The ultimate goal of the case study is to generate possible solutions to issues that may arise in the course of daily life.

Games: Games are a fun way of learning new information or applying newly acquired information. They can be based on popular games or made up. Games can introduce an element of competition and can energize a group. Participants should be clear on what the objectives are and how to play the game.

Brainstorming: Brainstorming is an element of many of the activities, and is used when one wants the participants to generate ideas. During a brainstorming session, participants share one idea at a time, all of which are written down. All ideas are accepted and should not be judged. Participants can further discuss the items after the list has been generated, and depending on the objective of the activity, they might rank the ideas in order to prioritize or categorize their responses.

Presentation: Presentations are a more traditional way of providing information to participants and are useful when active learning methods will not effectively get at the information you are trying to provide. Presentations are best kept to a minimum, interspersed with methods that are more engaging and participatory. When giving a presentation, it is best to plan it ahead, keep the time to a minimum and break it up with questions and answers from the participants.

Panel discussion: Panel discussions involve bringing in experienced people to discuss a particular topic. Participants are given the opportunity to ask questions and those on the panel provide information based on their experience. The people on the panel may be experts in a particular area (e.g. business owners, workforce development specialists, health workers) or they may be the participants themselves who have had a particular type of experience. When outsiders are brought in, it is important to contact them at least a week ahead of time, explain the objectives of the session and the type of information you would like them to share with the participants.

Pictures: Pictures can be used in different ways. They can be created by the participants to reflect something they have learned or they can be used as an aid by the facilitator to generate discussion on a particular topic. When using a picture(s), make sure that it clearly presents the issues that you are trying to get at and make sure it is culturally

appropriate. Provide the participants with guided questions when they are trying to interpret or analyze a picture.

Reflection activities - individual, guided, journal writing: Reflection activities, when participants get the opportunity to step back and think about their own experiences, behavior or attitudes, can be done during or at the end of an activity. Reflection might be guided by the facilitator, where the facilitator creates a quiet, comfortable environment and poses a series of questions for the participants to think about. These thoughts might be shared with other participants after enough time is provided for individual reflection. Reflection activities may also happen at the end of an activity, in the form of guided writing in copy books.

Review activities: Review activities can take on many forms, such as round robin (when people go around in a circle and share something they learned during the session), quiz competition, ball throwing, question and answer, etc. These activities can be done at the end of every session to review the main topics, concepts and ideas that were covered. Review activities provide the opportunity for participants to recall main points and for facilitators to check the level of understanding of the participants.

Facilitator's Role

The role of the facilitator is:

- To teach the learners with positive and respectful encouragement, remembering that the learners are adults.
- To be well-prepared for every class, preparing the day before.
- To provide a professional example to the learners.
- To keep careful track of the progress of his/her learners.
- The facilitator must take his/her work seriously, and make sure to come to class fully prepared ahead of time every day in order to lead and inspire the learners.

Reminders for Facilitators

In addition to being familiar with a range of activity-based teaching and learning approaches, there are many things a facilitator needs to remember when conducting a class. The following list provides some reminders to the facilitator. As a facilitator, it is important to remember to:

- ☑ Be respectful
- ☑ Listen and observe
- ☑ Speak clearly
- ☑ Maintain good eye contact
- ☑ Write neatly and so everyone can see it
- ☑ Position visuals so that everyone can see them
- ☑ Be flexible and adjust approach when necessary
- ☑ Be patient
- ☑ Be open and approachable
- ☑ Encourage participation by all participants
- ☑ Provide positive feedback to all participants to encourage participation
- ☑ Repeat and/or rephrase questions you ask or points you make
- ☑ Repeat points made by participants to show you are listening and make sure you have understood correctly
- ☑ Write and repeat instructions for small group activities
- ☑ Ask questions to clarify points made and probe further
- ☑ Build upon participants' experiences and knowledge
- ☑ Link information from one unit to another unit
- ☑ Be aware of the level of understanding and interest of the participants
- ☑ Give people time to respond to questions
- ☑ Re-direct comments and questions back to other participants to encourage discussion
- ☑ Manage time well by keeping yourselves and participants on task
- ☑ Summarize the main points at the end of an activity or unit
- ☑ Be honest: If you don't know the answer to a question, say so, and direct the participant to the appropriate place or person for the information (or find the information and get back to the participant with the information the next day)
- ☑ Use icebreaker activities to make participants feel more relaxed and energized when the group is low in energy

Section 3: Life Skills Level 1 Overview

What are Life Skills?

There are many definitions to what life skills is but for the purpose of the Alternative Basic Education curriculum, life skills is defined as the skills and knowledge necessary for an individual to meet the challenges of everyday life. This includes the following five statements which are known as the life skills standards for the Alternative Basic Education curriculum:

- Promoting personal growth and development of oneself, one's family members and other members of the community.
- Making decisions that maintain personal, family and community health.
- Communicating effectively with others.
- Maintaining peace and strengthen the local community.
- Protecting the natural environment.

These five standards guide the teaching and learning of life skills at the first two levels of the Ministry of Education's Alternative Basic Education curriculum. The life skills component provides one of the four foundation blocks that learners should accomplish for progression to Level 3 of the ABE curriculum and to gain an equivalency qualification to formal primary education curriculum which will allow entry to junior high school.

STANDARD FOR THE CONTENT AREA

The CESLY Life Skills curriculum is built around 5 content areas, around which the following 5 standards have been defined:

1. Promote personal growth and development of oneself, one's family members and other members of the community	<ul style="list-style-type: none"> • Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles • Respect self and others • Form and maintain supportive family relationships • Develop positive parental roles in support of their children's development and growth • Understand and apply concepts about the influence of family, friends and cultures on health behaviors • Manage feelings (such as romantic love, fear and anger) and react to situations in a responsible manner • Be a positive role model to the community • Make and pursue short and long term plans for the future
2. Make decisions that maintain personal, family and community health	<ul style="list-style-type: none"> • Identify and respond to the major health issues for oneself and the wider community • Follow good nutrition guidelines, based on available food and financial resources • Maintain personal physical health • Prevent physical and mental harm to others • Handle stress and maintain good mental health • Find assistance and care, if needed and assess care options in the community
3. Communicate effectively with others	<ul style="list-style-type: none"> • Determine the purpose for communicating; • Pay attention and use strategies to listen carefully and with understanding; • Organize thoughts and information and speak so that others can understand; • Build trust and cooperate with others • Use multiple strategies to monitor effectiveness of communication
4. Maintain peace and strengthen the local community	<ul style="list-style-type: none"> • Recognize and understand human, legal, and civic rights and responsibilities • Practice self respect and respect for others • Resolve conflict and maintain peaceful relationships. • Uphold personal and social responsibilities • Demonstrate good citizenship at local and national levels. •
5. Protect the natural environment	<ul style="list-style-type: none"> • Identify potential threats to the environment in Liberia and in other countries • Use problem-solving strategies to reduce health hazards within the community • Preserve and protect the local environment • Promote use of renewable energy resources • Understand and practice a managed approach to the use of natural resources such as forests

Level 1 Life Skills

This life skills program is comprised of two Levels: I, II.

The chart on the following pages provides an overview of the application of the five standards to the level I **only** of the life skills curriculum. Standard areas not covered in level I will be introduced in level II.

Standards	Level 1 Learners exiting this level know and are able to:
<p>Promote personal and family members' growth and development</p> <ul style="list-style-type: none"> • Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles • Respect self and others • Form and maintain supportive family relationships • Develop positive parental roles in support of their children's development and growth • Understand and apply concepts about the influence of family, friends and cultures on health behaviors • Handle stress and maintain good mental health • Manage feelings (such as romantic love, fear and anger) and react to situations in a responsible manner • Be a positive role model to the community • Make and pursue short and long term plans for the future 	<ul style="list-style-type: none"> • Describe and use personal strengths, skills, values, beliefs, and roles to increase self-esteem • Use several strategies to maintain healthy relationships • Learn how to prevent/respond to gender-based violence • Use several strategies to enhance understanding of the influence of family, friends and cultures on health behaviors • Use problem-solving and decision-making skills to make safe and healthy choices including in relationships • Identify sources of stress and use several simple strategies for managing stress • Use appropriate strategies to manage strong feelings and to prevent physical, sexual and mental harm to others
<p>Make decisions that maintain personal, family and community health</p> <ul style="list-style-type: none"> • Identify and respond to the major health issues for oneself and the wider community • Prevent physical, sexual and mental harm to others • Follow good nutrition guidelines, based 	<ul style="list-style-type: none"> • Be able to describe the behaviors necessary to have safe sexual health • Demonstrate the use of interpersonal communication skills to enhance personal, family and community health and avoid or reduce health risks and physical, sexual and mental harm to others. • Identify the nutritional value of primary Liberian foods to support good health • Describe personal health habits and implement plans to

Standards	Level 1 Learners exiting this level know and are able to:
<p>on available food and financial resources</p> <ul style="list-style-type: none"> • Maintain personal physical health • Find assistance and care, if needed and assess care options in the community 	<p>improve personal health</p> <ul style="list-style-type: none"> • Describe symptoms of common illnesses, simple steps to avoid them, and how to respond to a case • Identify the importance of family planning for families • Understand the need for adequate healthcare during pregnancy and childbirth • Recognize the danger signs for a baby's first few days • Identify local health resources and assess what support they may provide
<p>Communicate effectively with others¹</p> <ul style="list-style-type: none"> • Determine the purpose for communicating; • Pay attention and use strategies to listen carefully and with understanding; • Organize thoughts and information and speak so that others can understand; • Build trust and cooperate with others • Use multiple strategies to monitor effectiveness of communication 	<ul style="list-style-type: none"> • Recognize the importance of having a clear purpose for communicating, in order to be understood • Use several simple strategies for listening actively, such as asking clarifying questions; giving examples; and asking for additional information • Use several simple strategies for speaking clearly, such as using 'I' statements; giving a(n) example(s) • Use simple strategies for monitoring communication, such as re-stating accurately for clarification, summarizing and asking if the summary was accurate, using eye contact; etc
<p>Maintain peace and strengthen the local community</p> <ul style="list-style-type: none"> • Recognize and understand human, legal, and civic rights and responsibilities • Practice self respect and respect for others • Resolve conflict and maintain peaceful relationships. • Uphold personal and social responsibilities • Demonstrate good citizenship at local and national levels. 	<ul style="list-style-type: none"> • Describe roles of women, men and/or other excluded groups • Identify and use several strategies for maintaining peaceful relationships • Maintain peace through effective negotiation and mediation • Accurately convey, orally and in writing, important concepts such as 'peace' and 'conflict'. • Identify and respect commonalities and differences among people
<p>Protect the natural environment</p> <ul style="list-style-type: none"> • Identify potential threats to the 	<p>Describe and recognize the importance of the natural environment</p>

Standards	Level 1 Learners exiting this level know and are able to:
environment in Liberia <ul style="list-style-type: none"> • Use problem-solving strategies to reduce health hazards within the community • Preserve and protect the local environment • Promote use of renewable energy resources • Understand and practice a managed approach to the use of natural resources such as forests 	Describe man's impact on the environment in Liberia Propose one or two strategies for addressing environmental threats and/or reducing health hazards Make decisions that promote a healthy environment

Background Information and Curriculum Structure:

Teaching and learning activities for Life Skills Level 1 are divided into 8 modules (Module A to H) which incorporate elements of all 5 content standards. Modules are designed to complement one another and to build on information gained in the previous topic or module. For example, Module E: Negotiation and Mediation will build on material first covered in Module D: Peace Education. The modules for Level I Life Skills are as follows:

1. Module A: Psychosocial Well-being
2. Module B: Health and Hygiene
3. Module C: Gender Based Violence
4. Module D: Peace Education
5. Module E: Negotiation and Mediation
6. Module F: Managing Stress and Maintaining a Happy Family Environment
7. Module G: Safe Pregnancy and Childbirth
8. Module H: Environment

Throughout Level I and II of the life skills curriculum, there is the opportunity for learners to undertake service learning activities. Service learning is a form of project-based learning in which basic skills are learned in part through hands-on community service. Service learning is neither an add-on nor a diversion from the curriculum, it is embedded within the curriculum

within specific modules and topics. It is a powerful approach to teaching that provides learners with authentic learning experiences in which they learn basic skills in a real-life context. Service learning can help learners to develop good citizenship, responsibility, and many other positive character virtues. A service learning project should:

- help learners to meet specific curriculum learning objectives.
- be selected by the learners (with appropriate facilitator guidance).
- involve the learners in preparation, implementation (action), and reflection, and
- include documentation and/or recorded images or recordings of activities and outcomes.

Number of Modules and Lessons:

Level 1 Life Skills has 8 instructional modules. Each module varies in length dependent on the material covered; the total number of lessons for Level 1 Life Skills is 108 which includes all end of module assessments, end of level assessment and service learning activities.

The following table shows the list of lessons for Level I:

Module	Lesson No.	Lesson Title
	1	Introduction to Life Skills
MODULE A HEALTH AND HYGIENE	2	Introduction to Health Module
	3	Why Do I Get Sick?
	4	Growing Up
	5	Reproductive System – Male and Female
	6	Making Babies
	7	Teenage Pregnancy
	8	Communicating About Sex
	9	Safe Sex
	10	Introduction to Sexually Transmitted Diseases
	11	Introduction to Family Planning
	12	What is Family Planning
	13	Review of Reproductive Health
	14	What is HIV/AIDS?
	15	Causes of HIV/AIDS
	16	Symptoms of HIV and Getting to Know my HIV Status

	17	How HIV Can Affect My Life and How People can be Treated
	18	Keeping Ourselves and Our Homes Clean and Healthy
	19	Common Sicknesses that Affect My Health (Part 1)
	20	Common Sicknesses that Affect My Health (Part 2)
	21	Common Sicknesses that Affect My Health – Traditional and Modern Medicine (Part 3)
	22	Promoting Good Hygiene Practices at the School Level – Development of Work Plan
	23	Promoting Good Hygiene Practices at the School Level – Development of Work Plan
	24	Promoting Good Hygiene Practices at the School Level – Field Work
	25	Promoting Good Hygiene Practices at the School Level – Reflection Activity
	26	Healthy Eating, Healthy Lives (Part 1)
	27	Healthy Eating, Healthy Lives (Part 2)
	28	Drugs and Substance Abuse
	29	Health Module Assessment
MODULE B PSYCHOSOCIAL WELL-BEING	30	Introduction to Module
	31	My Natural Appearance
	32	My Character
	33	What are Values?
	34	My Family Values
	35	Cultural Values
	36	My Values and Behaviors (Part 1)
	37	My Values and Behaviors (Part 2)
	38	My Values and Behaviors (Part 3)
	39	What Skills Do I Have?
	40	What Do I Do With My Skills?
	41	Am I Important - What I Feel and How It Affects Me

	42	Steps for Building High Self-Esteem
	43	My Relationship with Others
	44	Building Healthy Relationships
	45	Psychosocial Well-Being Module Assessment
MODULE C GENDER BASED VIOLENCE	46	Introduction To Module – Gender and GBV
	47	My Role In The Home, Community And Society (Part 1)
	48	My Role In The Home, Community And Society (Part 2)
	49	My Role In The Home, Community And Society (Part 3)
	50	Violence – What Is It? (Part 1)
	51	Violence – What Is It? (Part 2)
	52	Power, Force and Consent (Part 1)
	53	Power, Force and Consent (Part 2)
	54	Empowered To Speak Out. The Ability To Listen (Part 1)
	55	Empowered To Speak Out. The Ability To Listen (Part 2)
	56	GBV Module Assessment

Level 1 Learner Outcomes:

The 8 instructional modules in Level 1 are designed to help learners achieve the Level 1 outcomes described in the chart on page 20, and the specific learning objectives defined for each module. Learners who successfully complete Level 1 should be able to begin selecting and applying the knowledge, skills, and strategies described for this level to independently face the challenges that everyday life brings.

The following chart summarizes the learning objectives for each module in Level 1, with the associated numbers of lessons for each module:

	Learning Objectives	Number of Lessons
	<i>By the end of the module, learners will be prepared to:</i>	

Introduction to Life Skills	<ul style="list-style-type: none"> • Define what life skills are • Identify the difference between life skills and vocational skills 	1
Module A Health and Hygiene	<ul style="list-style-type: none"> • Identify the names of common diseases and illnesses in Liberia • Identify the causes, symptoms, treatment, prevention commonly associated with the disease • Define body parts and reproductive system functions • Describe issues related to teenage pregnancy and having lots of children • Describe how to prevent HIV/AIDS and other sexually transmitted diseases • Plan for healthy eating habits • List the consequences of using drugs 	22
Module B Psycho-social Well-Being	<ul style="list-style-type: none"> • Describe her/his personality traits, interests and skills, values, and psychosocial needs in order maintain his/her mental well-being • Identify factors contributing to high self-esteem. 	16
Module C Gender Based Violence	<ul style="list-style-type: none"> • Identify ways in which family, community and society can shape our beliefs and views • Define violence and GBV • Identify causes and consequences of GBV • Recognize where support for victims of GBV can be found 	11
Module D Peace Education	<ul style="list-style-type: none"> • Describe what a peaceful society looks like • Be accepting of other people's differences and similarities • Explain how trusting and cooperating with one other supports peace • Demonstrate personal and social responsibilities within their communities • Explain why good communication is important to prevent and resolve conflict • Identify effective communication strategies for peaceful coexistence 	11
Module E Negotiation and Mediation	<ul style="list-style-type: none"> • Discuss why negotiation and mediation are important in preventing and solving conflict • Successfully complete all the steps of negotiation • List what makes a successful mediator • Identify and utilize the required actions for a good mediation 	6
Module F Managing Stress and	<ul style="list-style-type: none"> • Identify the factors that lead to stress • Utilize mechanisms to reduce their stress levels 	10

Maintaining a Happy Family Environment	<ul style="list-style-type: none"> Promote healthy dynamics within families 	
Module G Safe Pregnancy and Childbirth	<ul style="list-style-type: none"> Understand the need for and utilize family planning methods List reasons why antenatal care is important Create a list of steps to think about before delivery Have safe and healthy pregnancies 	12
Module H Environment	<ul style="list-style-type: none"> Describe how man is dependent on the environment to survive Identify man's impact on the environment and climate change Identify what can be done to reduce the harmful impact man has on the environment and climate change 	8
Service Learning	<ul style="list-style-type: none"> Help learners to meet specific curriculum learning objectives Involve the learners in preparation, implementation (action), and reflection 	5
End of Semester Revision and Assessment	<ul style="list-style-type: none"> Assess progress of learners in achievement of module learning objectives 	6
TOTAL NUMBER OF LESSONS		108

Structure of the Class

Each lesson is designed to last 45 minutes long. The lesson materials in this manual provide background information for the facilitator to support their teaching, and how to give instructions about each topic, as well as how to structure the class to give the learners experience and practice with new concepts.

Each class will start with a **Review** of the previous lesson and an **Introduction** to the present lesson and/or topic. This **Review and Introduction** will be between 5-10 minutes long, sufficient time to focus the learners' attention on the material to be covered.

After the **Review and Introduction**, the class will have 1-2 **Activities** lead by the Facilitator which will include brainstorming, group work, pair work, individual work, games and other educational activities. Instructional time will last about 30 minutes.

The last 5-10 minutes of the class will be spent with a **Evaluation, Conclusion and Follow-up** activity. The **Evaluation** activity will assess learners understanding and knowledge of the concepts introduced in the **Activities** section and provides the facilitator with an assessment of any part of the lesson which needs revisiting in the next lesson. Learners and the facilitator will work together to develop a concluding statement for the lesson. **Follow-up** activities to the lesson will be given to the learners on a regular basis and will involve them discussing issues raised in the class with family and friends to support improved knowledge and understanding of ideas.

At the end of each module, there will be a short verbal assessment of all material covered to assess learners understanding and knowledge of concepts introduced.

Resources

The following resources were adapted and drawn upon for the development of life skills curriculum in Liberia.

Overall

- a. *Reproductive Health*. (PATH project). Botswana, 2003.
- b. *My Identity*. Youth Education for Life Skills (YES) Project, Liberia.
- c. *Young Women in Enterprise (YWE) Life Skills Trainees Manual*, (Techno-serve) Nairobi, Kenya, 2009.
- d. *Life Planning Manual*, (Advocates for Youth). 2009.
- e. *Frontiers in Reproductive Health -Adolescent Reproductive Health and Life Skills Curriculum Path* (USAID Population Council), revised March 2006.

1. Module A: Health and Hygiene

- a. *HIV volume, Counseling and Testing: Skills Training Curriculum:Facilitator's Guide*, Family Health International (FHI),
- b. *The Ambassador Girls Scholarship Program Guide to Mentoring and Life Skills*, AED/Aurora Associates International (USAID funded) 2007
- c. *Vital Connections: Linking Women's Literacy Programs and Reproductive Health Services*, Family Planning Service Expansion & Technical Support (SEATS) Project produced by SEAT through it's partner World Education, Inc. (USAID and John Snow Inc funded) 1999
- d. *UNESCO Guidelines on Language and Content in HIV/AIDS related materials*, UNESCO,2006 (www.unesco.org/aids)

2. Module B: Psychosocial Wellbeing

- a. *The Ambassador Girls Scholarship Program Guide to Mentoring and Life Skills*, AED/Aurora Associates International (USAID funded) 2007
- b. *Vital Connections: Linking Women's Literacy Programs and Reproductive Health Services*, Family Planning Service Expansion & Technical Support (SEATS) Project produced by SEAT through it's partner World Education, Inc. (USAID and John Snow Inc funded) 1999

3. Module C: Gender Based Violence

- a. *The Ambassador Girls Scholarship Program Guide to Mentoring and Life Skills*, AED/Aurora Associates International (USAID funded) 2007
- b. *Children and Gender Based Violence:- an overview of existing conceptual frameworks* Claudia Hasanbegovic, Save the Children Alliance.
- c. *UN Secretary General's Study on Violence Against Children*, UNICEF 2006
- d. *Voices Against Violence*, Save the Children, 2006
- e. *Demystifying Non-discrimination and Gender for Effective Child Rights Programming*, Save the Children Sweden and Denmark, 2003

- f. *Freedom! Human Rights Education Pack*, Amnesty International UK, 2007
- g. *Children's Rights: Equal Rights? Diversity, Difference and the Use of Discrimination*, Save the Children
- h. *Doorways II Counselors Manual on School Related Gender Based Violence*, USAID 2009
- i. *Doorways III Teachers Manual on School Related Gender Based Violence*, USAID 2009
- j. *We Can Stop Violence, Literacy and Life Skills Work Book 2* by Dr Angela Ramsay UNESCO, 2003
- k. *The Adolescent Experience In-Depth: Using Data to Identify and Reach the Most Vulnerable Young People: Liberia 2007*. New York: Population Council, 2009.
- l. *Sexual Assault and Abuse Prosecution Handbook for County Attorneys and Prosecutors of the SGBV Crimes Unit*, Ministry of Justice of Liberia, Version 1, November 2008.
- m. *Research on Prevalence and Attitudes to Rape in Liberia September to October 2008*, UN Mission for Liberia (UNMIL) 2008

4. Module D: Peace Education

- a. *Freedom! Human Rights Education Pack*, Amnesty International UK, 2007
- b. *Children's Rights: Equal Rights? Diversity, Difference and the Use of Discrimination*, Save the Children
- c. *Inter Agency Peace Education Programme Skills for Constructive Living Community Course Booklet* INEE & UNESCO, 2005
- d. *Inter Agency Peace Education Programme Skills for Constructive Living: Sara's Choice – A Collection of Short Stories and Poetry*, INEE & UNESCO, 2005
- e. *Inter Agency Peace Education Programme Skills for Constructive Living Facilitators Manual for Community Workshops*, INEE & UNESCO, 2005

5. Module E: Negotiation and Mediation

- a. www.sbinfocanada.about.com/cs/marketing/a/negotiationkr.htm
- b. *Inter Agency Peace Education Programme Skills for Constructive Living Community Course Booklet* INEE & UNESCO, 2005
- c. *Inter Agency Peace Education Programme Skills for Constructive Living: Sara's Choice – A Collection of Short Stories and Poetry*, INEE & UNESCO, 2005
- d. *Inter Agency Peace Education Programme Skills for Constructive Living Facilitators Manual for Community Workshops*, INEE & UNESCO, 2005
- e. *The Ambassador Girls Scholarship Program Guide to Mentoring and Life Skills*, AED/Aurora Associates International (USAID funded) 2007

6. Module F: Managing Stress and Maintaining a Happy Family Environment

- a. www.en.wikipedia.org/wiki/stress.management
- b. www.stresstips.com
- c. www.more-selfesteem.com
- d. *The Ambassador Girls Scholarship Program Guide to Mentoring and Life Skills*, AED/Aurora Associates International (USAID funded) 2007

7. Module G: Safe Pregnancy and Childbirth

- a. *The Ambassador Girls Scholarship Program Guide to Mentoring and Life Skills*, AED/Aurora Associates International (USAID funded) 2007
- b. *Vital Connections: Linking Women's Literacy Programs and Reproductive Health Services*, Family Planning Service Expansion & Technical Support (SEATS) Project produced by SEAT through its partner World Education, Inc. (USAID and John Snow Inc funded) 1999

8. Module H: Environment

- a. *Penanggulangan Bencana Berbasis Masyarakat* IDEP, 2008
www.idepfoundation.org
- b. *Draft Training Module on Community Climate Change Adaptation* CDEMA. 2010
- c. *Environmental Education Resource Pack*, UNICEF, Post 2007.
dgoodman@unicef.org

Lesson 1: Introduction to Life Skills

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

After these lessons, learners will be prepared to:

- Define what life skills are.
- Identify the difference between life skills and vocational skills.

Preparation and Materials:

- Poster Sheets
- Markers
- Air Ball (if there is no ball available, scrunch up some paper to make into a fake ball).

Background Information:

- Before the learners start this course on life skills, it is very important that they discuss what benefit they expect to get from the course. Learners need to state what they expect to get out of the course. It is possible for you to provide information to the learners on what expectations they can and can't achieve during the course. Even though some of the expectations that the learners mention may not be met during this course, it is very important that you still see these as important issues that, due to lack of time, may not be covered during this course. The result will be that you and the learners all come out with a the same understanding of what topics are covered in the life skills course and what skills, knowledge and attitudes the learners should have acquired by the end of the course.

Definition of Life Skills

Life Skills are defined as the skills and knowledge that enable an individual to meet the challenges of everyday life. This may include a young person or an adult's knowledge of how to communicate accurately, orally and in writing about how they feel mentally, emotionally and physically, use the right ways appropriate strategies to maintain personal well-being, develop positive self-esteem, manage feelings rationally, as well as develop positive parental roles that are supportive of their children's development to meet the challenges of everyday life. Life skills means the ability to carry out the following skills and actions:

- Communicate accurately, orally and in writing, about our mental, emotional and physical health
- Use appropriate strategies to maintain personal well-being

- Maintain positive self-esteem
- Manage feelings (such as romantic love, fear and anger) and react to situations in a responsible way
- Develop positive parental roles in support of children's growth and development
- Communicate accurately, orally and in writing about health and hygiene concepts
- Maintain personal, family and community health
- Understand and apply concepts about the influence of family, peers and culture on health behaviors
- Demonstrate the use of interpersonal communication skills to enhance health and avoid or reduce health risks
- Use problem-solving and decision-making skills to make safe and healthy choices
- Listen and speak effectively
- Build trust and cooperate with others
- Solve problems and make decisions in relationships
- Resolve conflict and negotiate with others
- Listen and speak effectively
- Build trust and cooperate with others
- Solve problems and make decisions in relationships
- Resolve conflict and negotiate with others
- Accurately convey, orally and in writing, important concepts such as 'peace' and 'conflict'
- Demonstrate good citizenship at local and national levels
- Use communication skills to promote peaceful coexistence
- Understand the concepts of the natural environment
- Determine factors that affect the environment
- Solve environmental issues and make decisions that promote a healthy environment

Learning Points or Key Messages:

- **Knowing what I want helps me to work towards achieving my goal.**

Activities:

Step 1 5 Minutes – Introduction

- Welcome your learners to the first day of the Alternative Basic Education Program.
- Lead a game of name introductions by calling your name and throwing the ball to the person standing directly opposite you. The one who receives the ball calls the name of the previous speaker. For example if Lorpu introduced herself, the person next to Lorpu, David, says, “My name is David and this is Lorpu.” After the game ends with the last person, ask the learners to take their seats.

Step 2 20 Minutes – Main Activity 1 – What is Life Skills?

- Write the phrase **Life Skills** on the board in big letters. Even though most learners may not be able to read it as yet, it will help them get familiar with letters and words.
- Say to the learners that they may have heard different things about the Alternative Basic Education program and they may have different ideas about what it is.
- Divide the class into four groups and ask learners to talk about the following questions for approximately 10 minutes. (*Encourage the groups to select a “reporter” who will speak on behalf of the group about the results of the discussion*).
 - *Why are you in the program?*
 - *What do you understand by the term, life skills?*
 - *What do you hope to learn from the life skills course?*
 - *Do you have any worries about the program? If yes, what are they?*
- Ask each group to report back question by question. For example, each group provides their response for question 1 before moving to question 2.
- For question 2 “What do you understand by life skills?” be sure to explain any misconceptions that the learners have between life skills and vocational/livelihood skills. That means that life skills is NOT about learning to be a carpenter, stone mason etc.

Emphasize to the learners that life skills will help learners to look at different things that affect their lives. For example, they will look at things that make them feel good about who they are, ways to stay healthy, the importance of their surroundings and ways that they can be at peace with themselves and live peacefully with others. (Use definition from Background Information section to support this. You do not have to repeat or write every bullet from that definition on the board, but you can use the definition box to help you in your own understanding to be able to present that concepts that are covered under life skills and correct it if learners provide other information).

- For question 3, as the groups call out their expectations, the facilitator should state if this expectation will or will not be met by the course. If there are expectations that will not be met, the facilitator should explain why not.
- After the groups have presented their ideas, share information about the Alternative Basic Education Program and Life Skills Classes: The learners that the Alternative Basic Education Program is not like regular formal school. The program is designed to prepare youth, age 13 and above to contribute to society, for example, by doing the following:
 - Learning how to read and write.
 - Learning how to count and use numbers, for example making their own market lists.
 - Preparing to acquire vocational skills training.
 - Continuing formal schooling (if they wish to).
 - Entering the world of work through apprenticeship, self-employment, getting a job or through other options.
 - Learning how to help their children and other young family members be healthy, learn to read and succeed in school.
- Inform the learners that the activities will involve dramas, role plays, group work, talking in pairs, some work after class that involves their talking with other people in the community. Explain that you will also be asking questions at the beginning and end of each lesson to see if further support is required on that particular topic.
- At the end of each lesson, learners will be given short activities to do after class and report back at the next lesson.

Step 3 10 Minutes – Main Activity 2 – Classroom Rules

- Lead the learners in a brainstorming session on the following:
 - How should we act towards one another in our class?

- Are there rules that we all should follow during the classes? *For example:*
- *Be on time – we can't wait for people to get here to start.*
 - *No smoking in class.*
 - *If someone drinks or uses drugs before coming to class he/she will be asked to leave the class and go home.*
 - *Respect other's views.*
 - *Be polite to one another.*
 - *If we notice someone is shy or does not speak English well, we do not laugh at him or her.*

Step 4 5 Minutes – Conclusion

- Summarize the session by thanking the learners for their ideas.
- Accept questions from the learners if they have doubts. Emphasize when the next class day and time are.
- Say to the learners that their ideas are important and we want to hear what they have to say.

Module A: Health and Hygiene

MODULE A

After these lessons, learners will be prepared to:

- Make better health-related decisions for themselves and their families, including:
 - Prevention of HIV/AIDS.
 - Eating a balanced diet.
 - Understanding the consequences of drugs and narcotic substances.
 - Prevention of common diseases.
 - Maintaining good sexual health.

Overview

Learning Objectives: The learner who successfully completes this module should be able to:

- Identify the names of common diseases and illnesses in Liberia.
- Identify the causes, symptoms, treatment, prevention commonly associated with the disease.
- Identify reproductive system parts and define functions.
- Describe issues related to teenage pregnancy.
- Describe how to prevent HIV/AIDS and other sexually transmitted diseases.
- Plan for healthy eating habits.
- List the consequences of using drugs.

Links with Other Modules: Psychosocial Well-Being, Negotiation & Mediation and Peace Education.

Estimated Length of Module: This module covers 30 lessons and each lesson is 45 minutes in length.

List of Numbered Lesson Titles:

LESSON	MODULE A HEALTH LESSON TITLES
2	Introduction to Health Module (Part 1)
3	Introduction to the Health Module (Part 2)
4	Why Do I Get Sick?
5	Growing Up
6	Reproductive System – Male and Female
7	Making Babies
8	Teenage Pregnancy
9	Communicating About Sex
10	Safe Sex
11	Introduction to Sexually Transmitted Diseases
12	What Is Family Planning
13	Family Planning Methods
14	Review of Reproductive Health
15	What is HIV/AIDS?
16	Causes of HIV/AIDS
17	Symptoms of HIV and Getting to Know my HIV Status
18	How HIV Can Affect My Life and How People can be Treated
19	Keeping Ourselves and Our Homes Clean and Healthy
20	Common Sickneses that Affect My Health (Part 1)
21	Common Sickneses that Affect My Health (Part 2)
22	Common Sickneses that Affect My Health – Traditional and Modern Medicine (Part 3)
23	Promoting Good Hygiene Practices at the School Level – Development of Work Plan
24	Promoting Good Hygiene Practices at the School Level – Development of Work Plan
25	Promoting Good Hygiene Practices at the School Level – Field Work
26	Promoting Good Hygiene Practices at the School Level – Reflection Activity

27	Healthy Eating, Healthy Lives (Part 1)
28	Healthy Eating, Healthy Lives (Part 2)
29	Drugs and Substance Abuse
30	Health Module Assessment

Background Information:

- Throughout the world, awareness of health and hygiene (personal cleanliness and cleanliness of our surroundings) issues are very important. Without a basic understanding and knowledge of these, lots of health problems including disease, sickness and even death can occur. This Health & Hygiene Module provides an introduction to issues that are facing many Liberians today. The module will focus on why we should look after our health, why it is important to have good personal hygiene and why we should keep our homes and surrounding areas clean. We will focus on reproductive health including teenage pregnancy as well as an introduction to sexually transmitted diseases and HIV/AIDS. The reason these issues are highlighted at the beginning of the program is so that learners, particularly females, can get familiarized with strategies that will help them prevent unwanted pregnancy, poor health or other factors that would cause them to drop out and miss the rest of the Accelerated Basic Education curriculum content.
- Learners will study symptoms, causes and treatment of diseases and illnesses common to Liberia and will include the simple preventative measures each of us can take to protect ourselves and our families from disease and illness. We will look at the relationship between our health and what we eat. In the Health & Hygiene Module, we will ask learners to reflect back on their own, their family's and friends' health so that they can make direct relationships between the module and real life. After completing the module, learners should be able to make informed and educated decisions regarding their health.

Evaluation/Assessment:

Assessments will be an ongoing process throughout the Health & Hygiene Module. There are three types of assessments that may occur:

- As the lesson begins, we assess to see what the learners already know about a particular topic. We call this 'diagnostic assessment'.
- Throughout the lesson or module we assess what is being learned and what adjustments need to be made to the lesson. We call this 'formative assessment'.

- At the end of the lesson or module, we look at the final results of what has been learned, verify the knowledge or skills that have been learned, and assess what further support is required. We call this 'summative assessment'.

MODULE A

Lesson 2: Introduction to the Health Module (Part 1)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Assess knowledge and understanding of the module

Preparation and Materials:

- Individual sheets for each learners
- Question and answer sheet (for facilitator)

Pre/Post-Module Assessment Form

Instructions: This tool is designed to assess learners' knowledge and understanding of their health. The pre-test must be administered a day before learners begin each module, and the post test must be administered after they complete each module.

- Ask learners to write their names on the top of the paper.
- Ask them to write the numbers 1-10 going down the paper. Show on the board if necessary.
- Explain that each statement will be read out a total of 3 times to the learners and that they must sit quietly and not talk to anyone else.
- Explain that they should write the letter T if they think the statement is true and the letter F if they think the statement is false.
- Provide the following example if necessary:
 - Today, learners are doing the assessment for the life skills module. This is a true statement and the letter T should be written down.
- Let the learners know that there will be a total of 30 minutes for the assessment.
- Ask the learners if they are all ready.
- Begin reading out statement 1. Remind them that the answer to statement 1 should go next to the no.1 on their papers.
- Remind learners to sit quietly and listen as you carefully read each sentence aloud 2 to 3 times to the class.

In order to properly evaluate how much information learners have gained from the Life Skills Content Area, each learner's pre-test questionnaire must be matched with his or her post test questionnaire. This matching allows evaluators to track how learners change overtime.

A. Module A – Health and Hygiene

#	Statements	√ (T)	× (F)
1	The change in season can bring illnesses.	T	
2.	Puberty happens to everyone at some time.	T	
3.	The parts of our bodies responsible for making babies are the same for both men and women.		F
4.	A woman can get pregnant even if the sperm does not reach the egg.		F
5.	Avoiding sexual intercourse is the best way to prevent pregnancy.	T	
6.	There are many diseases you can get from unsafe sex.	T	
7.	HIV can be spread through unprotected sex.	T	
8.	It is not important to wash your hands before you eat.		F
9.	We can help to prevent malaria by keeping our buckets of water around our house.		F
10.	Eating the right type of food helps to keep us healthy.	T	

Activities:

Step 1	10 minutes –Introduction <ul style="list-style-type: none">• Explain that this lesson will be looking at what we know about health and hygiene. Explain the process of the assessment to the learners.
Step 2	30 minutes – Main Activity 1 – Assessment <ul style="list-style-type: none">• Conduct the assessment
Step 3	5 minutes – Evaluation, conclusion and Follow up <ul style="list-style-type: none">• Collect in the papers from the learners• Thank them for their time and let them know that they can have their scores in the next lesson.• Explain briefly that the module will be about keeping our families and communities healthy.

Module: A

Lesson 3: Introduction to Health Module (Part 2)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Understand the importance of good health

Preparation and Materials:

- Flash cards with key words displayed on chalkboard or classroom wall. (Use the flash cards from the curriculum. If you don't have flash cards you can make your own flash cards of the illustrations listed below.)
- Illustrations of a sick and a healthy person.
- Illustrations of the following with key words displayed on the illustration:
 - a) Sick person not being able to work
 - b) Sick person not being able to get a romantic partner
 - c) Sick person not being able to go to school or to class
 - d) Healthy person providing for his/her family
 - e) Healthy person growing old
 - f) Healthy person having a partner
- Workbook Activity

Key Words:

- Health, Sick, Illness, Hygiene

Background Information:

- Health is important to the lives of us all. When we are not in good health, there are many things in our lives that we cannot do. Everyone gets sick at some point in their lives and there are many reasons for this. Thinking about what impact being sick has on our lives and our families lives will help us to understand the importance of being healthy and staying healthy.

What happens if we are sick?

- We may not be able to work which means that we and our families will not have enough money to survive.
- We may pass on our illness/sickness to someone else if it can be spread.

- We may not live as long if we are sick.
- We may not be able to go out and visit friends and family.
- We may not find ourselves a life partner or spouse (husband/wife).
- Our partner/spouse or family member may not be able to work as they have to take care of us. This means that the amount of money coming into the home will be small.
- We may not be able to continue school or study.

Learning Points or Key Messages:

Being healthy is important. It means that I can take better care of myself and others around me.

Activities:

Step 1	<p>10 Minutes – Introduction to Module</p> <ul style="list-style-type: none"> • Tell learners that during this module they will learn about health and hygiene. Use the background information to talk about some of the topics that will be covered. • Ask the learners what they understand by the words health and hygiene (<i>Possible answers may include: diseases, illness, sickness, keeping clean</i>). • Tell the learners that for this lesson they are going to talk about the importance of their health. • Optional Activity: Workbook activity on Introduction to Module
Step 2	<p>15 Minutes – Main Activity 1 – Advantages of Being Healthy (1)</p> <ul style="list-style-type: none"> • Show the learners the pictures of the sick person and the healthy person (see Preparation and Materials section of Lesson). Brainstorm with the learners “What can the healthy person do that the sick person can’t do?” • As each suggestion is given, show the appropriate picture for the answer and stick/place on chalkboard. Stick the appropriate key word beside the picture. If there is no picture for a learner’s answer, you may draw on the chalkboard to show the answer. • Point to the key words on the illustrations so that learners may begin to get used to the words. Ask the learners to repeat the words as you point to them. But remember, if your learners are in Literacy Level 1, they probably don’t yet

	have good reading skills so do not expect them to understand and do not try and make them read.
Step 3	<p>15 Minutes – Main Activity 2 – Advantages of Being Healthy (2)</p> <ul style="list-style-type: none"> • Ask the learners to stand up if they have ever been sick. [Mostly all if not everyone will be standing up.] • Ask the learners to get into groups of 4-6 people to discuss the following question: <ul style="list-style-type: none"> ➤ If they are sick, what effect does this have on their families or their daily lives? • Ask one group to report back to the whole class as to the effect that being sick has on their families. • Ask the other groups to add on any points not already mentioned by the first group.
Step 4	<p>5 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Ask 2- 3 learners to state 3 reasons why it is important to be healthy. Ask the other learners if they have anything to add. • Summarize the lesson by stating: <ul style="list-style-type: none"> ➤ That being and staying healthy is very important. It means that we can live longer, can look after our families, can study, etc. • Follow-up - Ask learners to discuss with a family member, why it is important to stay healthy. Explain to learners that they will share what they hear from their family members with the rest of the learners in the next class. • Refer learners to the workbook activity which can be completed in their own time if there was not enough time in class to complete the activity.

MODULE A

Lesson 4: Why Do I Get Sick?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify factors that affect our health.
- Identify the factors affecting health that a person can have more or less control over.

Preparation and Materials:

- Illustrations from previous lesson of a sick and a healthy person
- Separate illustrations of mosquitoes, rubbish on the streets, dirty water for drinking, a person drinking alcohol, eating food covered in flies, eating fruit which is going bad.
- Flash cards with key words
- Key words displayed on the chalkboard or on classroom wall
- Activity workbook

Key Words:

- Sick, Healthy, Cause, Drinking, Sex, Smoking, Mosquito

Background Information:

- Throughout the world, there are many factors that can affect our health. These factors may change for different countries and can be linked to the climate, weather, health facilities, sanitation facilities (like toilets or latrines, manner of rubbish collection), level of education of the population, cultural, family and personal practices and values.
- Some of these factors we have control over whereas other factors are more difficult to control. However it is very important for us to be aware of all these factors so that we can reduce the risk of becoming sick or ill. Knowing about these factors and the consequences of our actions means that we are taking responsibility for our health.
- This lesson will draw on these different factors asking the learners to come up with the many different reasons affecting the health of Liberians. This lesson will also ask that the learners come up with ways to affect their health in a good way.

Examples of factors which may lead to illness/disease include:

- **Weather:** The change from the dry to wet season in Liberia can bring many diseases/illnesses. In the rainy season, water sources like wells and rivers can become contaminated with flood waters and the result is water borne diseases. Water borne diseases could include typhoid, cholera and dysentery. The rainy season may result in lots of water lying around for example in puddles, in empty containers and these become breeding grounds for mosquitoes that can cause illnesses such as malaria or dengue fever. In the dry season, water levels in wells and rivers may become very low and are then more likely to become infected with bacteria that cause diseases like dysentery. There may be more dust and air pollution in the dry season, for example from burning brush in the dry season, which can make us more likely to suffer from diseases which affect our breathing for example colds, flu, lung infections, asthma.
- **Poor Hygiene and Cleanliness:** Some people may not have good hygiene practices (personal and in the home) and this can make people sick. Poor hygiene practices can cause stomach problems. For example, if we don't wash our hands after going to the toilet, we then touch food with our hands and we and our families eat this food, we could get runny stomach. If we leave empty containers around outside, these can become full of water and mosquitoes, which may give us malaria.
- **Poor Eating Habits:** Some people may not eat a balanced diet. If we eat a diet that is high in fats, oil and salt, we could end up with heart and blood pressure problems. A lack of exercise and eating lots of rice, bread or cassava can make us more likely to get diabetes (sugar disease). A lack of protein and fats in our diet may result in our children or ourselves becoming malnourished and this makes us more likely to catch other diseases.
- **Sexual Practice:** Some people may practice unsafe sex (not use a condom) and this may make the person sick with a sexually transmitted disease or HIV/AIDS. When girls start to have sex at a very young age, this can result in reproductive health problems.
- **Personal Habits:** Deciding to smoke will have an impact on our health and maybe even on the health of people around us who breathe in our "second-hand smoke." It can affect our fertility (ability to have children), we can get respiratory illnesses (coughs, lung disease) and cancer from smoking. Drinking alcohol can be bad for our health; it can give us liver disease, it can make us act irresponsibly; make us more likely to practice unsafe sex, to get into violent arguments, or to drive faster than normal.
- **Hereditary Illnesses:** Some illnesses/diseases are passed down to us from our families for example, one form of diabetes, some form of cancers, sickle cell anemia and heart disease. For many of these sicknesses/illnesses, there are things that we can do to prevent the disease from taking over our lives. Some actions include: monitoring our

sugar levels through diet, exercising and eating a healthy diet to reduce the likelihood of heart disease.

Learning Points or Key Messages:

- There are many things that can have an effect on our health. Some of these we can control, others are harder to control.

Activities:

Step 1	10 Minutes – Review and Introduction <ul style="list-style-type: none">• Review the previous lesson on why it is important to stay healthy by asking learners to sit in pairs and share the responses from the follow up activity done at home. Take responses from one or two pairs and include any missing information.• Introduce the next lesson which is about “Why do I get sick?” State the objectives of the lesson:<ul style="list-style-type: none">➤ Identify factors that affect our health➤ Identify the factors affecting health that a person can have more or less control over• Optional activity: Refer the learners to the activity in the workbook ‘Why do I get sick?’
Step 2	15 Minutes – Main Activity 1 – Why Do I Get Sick? <ul style="list-style-type: none">• Divide the class into small groups of 4 or 5 people to discuss in their groups the question “Why do I get sick?” (5-10 minutes).• Ask each group to report back on their findings. After the first group has presented their findings, the other groups should add any additional information. As each group reports back, stick or place on the chalkboard the pictures which relate to their findings (<i>for example bitten by mosquito – stick up picture of the mosquito plus the associated key word</i>).• Read through the key words with the learners so that they become familiar with the letters and words.

	<ul style="list-style-type: none"> • Add in any information (see background and facilitator’s resource manual) which has not been presented by any of the groups.
Step 3	<p>15 Minutes – Main Activity 2 – Control Or Not?</p> <ul style="list-style-type: none"> • Ask each group to answer one of the following questions (provide an example): <ul style="list-style-type: none"> ➤ Which of the causes for being sick or injured do I have control over? (<i>For example: drinking, smoking, driving a motorbike whilst drunk, unprotected sex leading to sickness or injury, choosing to do drugs, driving too fast, drinking, playing dangerous sports</i>). ➤ Which of the causes for being sick or injured do I have less or no control over? (<i>For example: bad food or dirty water from an eating place, mosquitoes biting me, hereditary illnesses</i>). See Background Information section. • Give the learners 5 minutes to come up with their examples. Call on each of the groups to share their discussion. • Divide the chalkboard into two sections, one with the heading “Causes for getting sick or injured that I have control over” and one heading “Causes for getting sick or injured that I have less or no control over”. If possible use different colored chalk for the headings as readers’ literacy may still be low. Read through the headings with the learners. Go at the level of the most basic learner. Make sure not to confuse learners by writing too much on the board because they may be in Literacy Level 1 so will become confused if you put too much information on the blackboard. • Ask 2-3 learners to come up to the board to correctly arrange the pictures from Step 2 under each section. Other learners may support these 2-3 learners by calling out where the pictures should go.
Step 4	<p>5 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Choose 2-3 learners to state what they have learned during this lesson. • Conclude the lesson by stating: <ul style="list-style-type: none"> ➤ That every sickness or injury has a cause; some of which we have control over and some of which we have less control over. ➤ Ask learners to speak to a family member or friend about the reasons they got sick in the past and if they had control over this or not. Let them know they should be prepared to report on what they found to the other learners at the next class session.

	<p>➤ Follow up: Ask learners to turn to the workbook activity if there was not time in the lesson to complete this. Note: The workbook activity corresponds with the lesson title. Read the instructions and ask learners to complete the worksheet at home. Encourage them to do individual work and share what they have learned with a family member at home.</p>
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MODULE A

Lesson 5: Growing Up

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Define puberty.
- Identify specific body and emotional changes in boys and girls during puberty.

Preparation and Materials:

- Pictures of different stages of development of boys and girls, for example a picture of a girl before she reaches puberty and a picture of a girl after she reaches puberty
- Flash cards with the words related to all the changes that occur to a boy and girl as they reach puberty
- Key words displayed on chalkboard or classroom wall
- Activity workbook

Key Words:

- Puberty, Body, Changes

Background Information:

- During puberty, bodies change, emotions and feelings change and children begin to grow and mature in body, mind and spirit. With this physical maturity comes added responsibility. It is very important to understand, support and encourage emotional maturity during this time so that these young adults can make smart decisions and choices, particularly in the areas of sexuality.

What is puberty?

- Puberty is the stage in every person's life where the body changes and grows. Children become teenagers/young adults and young adults become adults. This stage of development has two parts: physical maturity and emotional maturity. The physical maturity happens naturally. Emotional maturity must be learned. It is very important that adults, young adults and children recognize the physical changes that occur in puberty and understand the added responsibilities and privileges that these changes create. Some of the physical and emotional changes are highlighted below:

Changes in young people's/teenagers' bodies and attitudes:

Changes at puberty for girls	Changes at puberty for boys
Menstruation begins	Wet dreams
Gain in height and weight	Gain in height and weight
Breasts develop	Shoulders and chest become broader
Hips become more rounded	Voice breaks
Hair grows in the pubic region and under arms	Hair grows in the pubic region, under arms and on face
Increased emotions – happy one moment, sad the next	Increased emotions – moody one moment, happy the next
More social responsibilities	More social responsibilities
	Erections

Social expectations may also change as a result of passing through puberty. Some communities and cultures have ceremonies to mark this occasion as a “rite of passage” to becoming a full adult. Some examples of this in Liberia are the Poro and Sande societies. Most communities give increased responsibility to both boys and girls who have passed through puberty, with household and family responsibilities. There may also be expectations that the young person leaves school and focuses on work or marriage. These cases, where boys or girls might face leaving school, represent another opportunity for increased community awareness of the importance of education for all.

Note for Facilitators

Some learners may be going through puberty. This should be considered when assigning groups to learners.

Learning Points or Key Messages:

- Most young people go through the same physical and emotional changes but they do not happen to everybody at the same time. They usually happen between the ages of 9-12 years old for a girl and 12-15 years old for a boy BUT it can be earlier or later for different people.
- The time during adolescence when a boy or a girl has these physical and emotional changes is called “puberty.”

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none">• Review the previous lesson, ask learners to discuss with the person sitting beside them about what their families or friends said regarding what sicknesses we have or don't have control over. Ask 1-2 pairs to share with the other learners.• Explain to the learners that we are now going to start a topic which will look at changes which occur as children move towards becoming adults, the male and female reproductive systems, having children and how some diseases can be transmitted through sex.• Explain that this lesson will look at the physical and emotional changes (changes we see and feelings we have about ourselves as we grow) that happen to each of us as we are moving from being a child to a teenager.• Optional activity: refer learners to the activity in the workbook entitled 'Growing up.'
Step 2	5 Minutes – Main Activity 1 – Changes to our Bodies <ul style="list-style-type: none">• Brainstorm with learners if their bodies always remain the same on a daily, monthly and yearly basis. What changes have they experienced – (<i>answers may include getting fatter, thinner, taller, hair and nails growing, bodies changing shape as people move from being a child to an adult etc.</i>)• Say to the learners that our bodies are constantly changing from the time we are born. We are going to focus on the changes that happen to each of us when we move from being a child to a young adult/teenager.
Step 3	15 Minutes – Main Activity 2 – Changes During Puberty <ul style="list-style-type: none">• Stick the pictures up on the chalkboard of a girl child and a young girl. Ask the learners what differences they see in the pictures. Write these differences on the picture or if available use flash cards to stick on the pictures.• Repeat for the picture of the boy child and young boy.• Ask the groups if they have any additional changes that have not been

	<p>mentioned. (<i>Do not forget the emotional ones</i>). See Background Information section for possible answers.</p> <ul style="list-style-type: none"> Explain that the changes that happen to our body, which usually occur between the ages of 8-12 for a girl and between 11-15 for a boy, are called PUBERTY. Stick the key word “Puberty” on the chalkboard or wall.
Step 4	<p>10 Minutes – Main Activity 3 – Our Feelings During Puberty</p> <ul style="list-style-type: none"> Ask learners if they can remember when they went through these changes (Puberty) and what it felt like? Did they know what was happening and had anyone spoken to them about puberty? Ask learners in (same sex if necessary) groups the following questions (In the case that learners are literate read these on the chalkboard. But Level 1 literacy learners may not be. So repeat the question so that each group clearly understands the question): <ul style="list-style-type: none"> ➤ <i>Why is it important to speak to children about puberty?</i> ➤ <i>How do we speak to children about it?</i> ➤ <i>Who should speak to children about puberty?</i> ➤ <i>When is the best age for children to know about puberty?</i>
Step 5	<p>10 Minutes – Conclusion and Evaluation</p> <ul style="list-style-type: none"> Ask the male learners to describe what changes happen to girls during puberty. Ask the female learners to describe what changes occur to boys during puberty. (If learners or the facilitator is uncomfortable with this, ask male learners to talk about changes to boys and vice versa). Summarize the lesson by stating: <ul style="list-style-type: none"> ➤ The changes which occur to our bodies can occur anytime between the ages of 8-12 years old for girls and 11-15 years old for boys (but can be different ages for each person). These changes are called PUBERTY (point to key word). ➤ It is important that young people know about the changes they will go through when they reach puberty and that schools, families, youth groups etc. may all have a role in discussing puberty with young people. ➤ Parents have a special responsibility of preparing their children for puberty and letting their children know what to expect. ➤ If children are prepared for puberty, they will be able to manage these

	<p>changes better.</p> <ul style="list-style-type: none"> • Follow-up Ask learners to think how they would speak to a young person or their child about puberty. If possible, they should speak to a girl or boy about puberty, if not possible, they should speak to a family member or friend. • Ask learners to complete the activity in the workbook if there was not enough time to do it in class.
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MODULE A

Lesson 6: Reproductive Systems – Male and Female

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify parts in the male and female reproductive system.

Preparation and Materials:

- Large poster size picture of male reproductive system and female reproductive system
- Flash cards with key words on them
- Key words displayed on chalkboard or classroom wall
- Activity workbook

Key Words:

- Male, Female, Reproduction, Vagina, Ovary, Uterus, Cervix, Fallopian Tubes, Penis, Scrotum, Testes

Background Information:

- There is a male and female reproductive system. Both are important for understanding human sexuality, how we reproduce children and how we understand our bodies and how they change and function. When we reach puberty, this means that our bodies are ready to reproduce and have children. Although our bodies may be ready, this does not mean that we are emotionally mature or prepared to have a baby.

The Main Parts and Function of the Reproductive Systems are:

- **Female Reproductive System:** Ovaries, fallopian tubes (oviducts), eggs, uterus (womb), cervix, vagina, vulva
- **Male Reproductive System:** Testes, scrotum, penis

Learning Points or Key Messages:

- The male and female reproductive system are different from each other, their function is for reproduction (have children).

Activities:

Step 1	10 Minutes – Review and Introduction <ul style="list-style-type: none">• Review of previous lesson on puberty.<ul style="list-style-type: none">➤ Ask all the learners to stand up. Split the class in half and have half of the learners stand on one side of the room while the other half stand on the other side.➤ Ask someone from one side of the classroom to name one change in boys during puberty.➤ Ask one person from the next side of the classroom to name one change in girls during puberty.➤ Ask one learner to define what puberty means.• Introduce this lesson by stating that we will look at the different parts of the male and female reproductive system.
Step 2	15 Minutes – Main Activity 1 – What Are The Reproductive Systems? <ul style="list-style-type: none">• Stick the two posters of the male and female reproductive systems on the chalkboard or on a wall.• Ask the learners:<ul style="list-style-type: none">➤ <i>If anyone knows what the pictures on the chalkboard are of? After the learners answer or the facilitator has provided the answer, ask the learners:</i>➤ <i>Which is the male reproductive system and which is the female reproductive system?</i>➤ <i>What are the functions of the reproductive systems? The answer can be similar to “the parts of our bodies that we use to have sex and make babies.”</i>• Brainstorm with learners why it is important that we learn about our bodies and how they work and in this case the reproductive system.
Step 3	15 Minutes – Main Activity 2 – Main Parts of our Reproductive Systems <ul style="list-style-type: none">• Explain to the learners that they are going to learn the names of the different parts of our body called the reproductive system.• Ask learners what names of the different organs they already know. If the learners bring up local names in English or their own language, accept these and

	<p>provide the scientific names as well.</p> <ul style="list-style-type: none"> • Ask for 2 learners (if possible learners with some literacy level) to place the flash cards with the name of a system organ or part on the posters.
Step 4	<p>10 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Divide the class into two. Remove all the flash cards from the pictures of the reproductive system. • Point at a part of the female reproductive system and ask the name. The first group to answer gets one point. Continue until all parts have been asked. Add up points and congratulate the winning team and let the losing team know that there will be other opportunities in future lessons. • Optional activity: ask the learners to complete the activity in the work book entitled 'Male Reproductive System' and 'Female Reproductive System.' • Summarize the lesson by stating: <ul style="list-style-type: none"> ➤ Male and female reproductive systems are different from one another. ➤ Reproductive systems have the function of making babies. • Follow-up: Ask learners to think about what the different functions of each of the different parts of the reproductive system are used for.

MODULE A

Lesson 7: Making Babies

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Explain the functions of the reproductive systems and how pregnancy occurs.

Preparation and Materials:

- Large posters of male reproductive system and female reproductive system
- Flash cards with key words on them
- Key words displayed on chalkboard or classroom wall
- Activity workbook

Key Words:

- Male, Female, Reproduction, Vagina, Ovary, Uterus, Cervix, Fallopian Tubes, Penis, Scrotum, Testes, Semen, Sperm, Fertility, Menstruate, Menstruation

Background Information:

- Men and women's reproductive systems (vagina, uterus, fallopian tubes and ovaries in a woman and penis, scrotum, testes in a man) are for making babies. In sexual intercourse, the man's erect penis will penetrate the woman's vagina. The man will experience ejaculation when a liquid called semen which contains millions of sperm is released from the penis into the woman's vagina. Sperm are very small – they can't be seen by the human eye. They are shaped like a tadpole (baby frog) with a long tail. By wiggling their tails, these sperm will swim upwards through the vagina and into the uterus. If there is an egg (released from the ovary) in the uterus, a sperm may be successful in fertilizing the egg. Only one sperm is needed to fertilize one egg and the other millions of sperm which were released in the semen during intercourse will die rapidly. When the sperm fertilizes the egg, this is called conception. A baby will develop from the fertilized egg. Although there are millions of sperm, many of them do not make it to the uterus and pregnancy can only occur if there is an egg in the uterus and if a sperm is successful in reaching the egg and fertilizing it.
- Any sickness of the reproductive systems (for example due to sexually transmitted diseases) can result in infertility. For the woman, this means that she cannot become pregnant, for the male, this means that he is not producing sperm or that his sperm are not of good quality.

The Main Parts and Function of the Female Reproductive System are:

- **The Ovaries, Fallopian Tubes and Eggs**

A woman has two ovaries which contain thousands of eggs. She was born with these eggs and cannot increase the number of eggs that she has during her lifetime. When a young girl reaches puberty, the ovaries begin to release eggs. Usually one egg is released each month. The egg travels down the fallopian tube to the uterus. If the egg is not fertilized by the male sperm during sex, the woman/young girl will menstruate. Menstruation is the releasing of the egg and parts of the uterus wall from the uterus. Menstruation will happen once a month if the egg is not fertilized.

- **The Uterus**

This is where the baby will grow before it is born. This can only happen if the woman's egg has been fertilized by the man's sperm. The uterus can stretch and become bigger for the growing baby.

- **The Vagina**

The vagina connects the uterus inside the woman's body to the vulva that is outside. It is where during sex, the man's penis will release millions of sperms which will travel to the uterus in the hope of finding an egg ready to be fertilized. During childbirth, the baby will pass from the uterus, through the vagina and out into the world.

The Main Parts and Function of the Male Reproductive System are:

- **Testes and Scrotum**

These are located outside the man's body and it is where sperm are produced.

- **Penis**

This is located outside of the man's body. The penis during sex will ejaculate semen containing sperm into the woman's vagina. The sperm will travel to the woman's uterus where one sperm may fertilize the egg. If fertilization does not occur, the sperm will quickly die.

Learning Points or Key Messages:

- **For pregnancy to occur, the man's sperm must fertilize the woman's egg. This is called conception or when a baby is conceived.**
- **It takes approximately 9 months from the time the man's sperm and woman's egg meet and fertilize (conception) to birth of the baby.**

- If the woman's egg is not fertilized, she will menstruate to remove the egg from her body.

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none"> • Review of previous lesson on names of the reproductive system parts. • Introduce this lesson by stating that the following will be covered – <ul style="list-style-type: none"> ➤ Different functions of the parts of the reproductive systems. ➤ How pregnancy occurs. • Optional activity: refer learners to the activity in the workbook entitled 'Making Babies.'
Step 2	25 Minutes – Main Activity 1 – Different Parts of the Reproductive Systems <ul style="list-style-type: none"> • Stick the two posters of the reproductive systems on the chalkboard. • Ask the learners why they think it is important that we know what each part of our reproductive systems does and the process of making babies. • Using question and answers, ask the learners what they know about each different part of the reproductive system and what it does. Correct any mistakes. • Explain the process of conception to learners (<i>drawing on the information gathered in the question and answer session above and the Background Information section</i>).
Step 3	15 Minutes – Evaluation, Conclusion and Follow-up <ul style="list-style-type: none"> • Evaluate the learners understanding and knowledge by the following: <ul style="list-style-type: none"> ➤ Ask learners to get into groups of 4-5 people (same sex if they feel more comfortable with this). Call each group up to explain, by using the pictures of the reproductive system, of how the egg is released from the ovary and how conception can occur if sexual intercourse happens. Each learner should be part of the presentation. Ask each group to do this.

	<ul style="list-style-type: none"> • Conclude the lesson by outlining the main points, for example functions of the reproductive system and their relationship to how babies are made. • Follow-up Ask learners to think about when it is the right time for children/young people to learn about their reproductive systems and bodies. Ask them whose role and responsibility it is to let children/young people know about this. • If there was not enough time in the lesson, ask the learners to look at the activity entitled 'making babies' in their workbooks.
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MODULE A

Lesson 8: Teenage Pregnancy

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify consequences of teenage pregnancy.

Preparation and Materials:

- Illustrations of a young girl with a baby and what this could mean to her for example, impact on her health, difficulties in child birth, not being able to complete school
- Activity workbook

Key Words:

- Pregnancy, Teenage, Sex, Puberty, Body, Changes

Background Information:

NOTE: Teenage pregnancy is a difficult and sensitive subject. If there are some who feel it should not be discussed with men and women together, or if some older ones are not comfortable talking with the younger members, many of the activities must be done in small groups divided by sex and age.

Consequences of Teenage Pregnancy:

- The education of both the pregnant girl and the father (if he is a student) may be disrupted. This is because in Liberia, in some places, communities may not find it socially and/or culturally acceptable for pregnant girls to attend school and the young father may have to leave school to find work to support his new family.
- The couple may be forced to marry even though this was something they hadn't considered. The young parents may not be emotionally mature or responsible enough to take care of a baby. The trauma of finding out that she is pregnant can result in psychological issues for the young girl and she may try to abort the baby in an unsafe way. Health issues arise due to the teenage girl's body not being sufficiently physically mature to support a pregnancy and/or childbirth. In addition, when the mother is a teenager, the baby may have low birth weight and there is a higher chance that the baby will be born early (premature).

Ways to Prevent Teenage Pregnancy:

- **Good Communication** – Communicating to young people the consequences of having children at a young age is one way to prevent young girls from becoming pregnant.
- It is important that young people are aware of what may happen if they practice unsafe sex which results in pregnancy. They should have all the facts to support them in making decisions.
- **Abstain** – Teenage pregnancy can be prevented by the couple deciding not to have sex. This is called abstinence.
- **Condoms** – The facilitator should be prepared to provide information on how to get condoms. Help students understand that some of the NGOs that have condoms can also explain how to use them properly. Be aware that some students may be prohibited from using condoms by their religion or that some donors may not support condom provision.
- **Other Form of Contraceptives** – Other forms of contraceptive can prevent young girls from becoming pregnant. However most other contraceptives do not protect against sexually transmitted diseases which may affect fertility.

True/False Quiz: Pregnancy

(Reference Resource: adapted from CARE Sudan "The mentors manual and toolkit")

You cannot get pregnant if:

☐ **You have not yet begun your period.**

FALSE: The eggs can be fertile before your period begins.

☐ **You have irregular periods.**

FALSE: When periods begin they often aren't regular so the eggs can still become fertilized.

☐ **You have sex standing up.**

FALSE: You can become pregnant in any position.

☐ **You urinate immediately following sex.**

FALSE: Urine passes through the urethra so it doesn't wash out or touch the sperm in the vagina.

☐ **You wash your vagina after having sex.**

FALSE: Sperm get into the uterus very quickly (they swim fast) so it is not possible to get them out of the vagina once they have entered after intercourse.

? You are less than 12 years old.

FALSE: The eggs can be produced in someone as young as 9 years old. You can become pregnant whenever you begin menstruating.

? The man (or boy) pulls out his penis before ejaculating.

FALSE: A little sperm can come out before actual ejaculation. Even this small amount can make a girl pregnant

? If it is the first time.

FALSE: If you have sex you can become pregnant even if it is the first time.

? You have sex with a man who promises that you won't get pregnant.

FALSE: There is always the risk that you can become pregnant. Girls should not believe a man's promises but instead what the health facts say.

? You use correct methods to protect yourself.

TRUE: For the most part, a modern contraceptive (like condoms, birth control, intrauterine devices) can prevent pregnancy when they are used correctly.

Learning Points or Key Messages:

- **A teenager having a child can have some negative effects on his/her family including the health of the young mother.**

Activities:

Step 1	10 Minutes – Review and Introduction <ul style="list-style-type: none">• Review the previous lessons on puberty and the reproductive systems. Ask the learners to list some of the changes which occur at puberty and ask them about how they would speak to their own children or younger brothers or sisters about puberty.• Assess the learners understanding of getting pregnant by asking them the true and false questions (attached in Background Information section).• Explain that this lesson is about teenage pregnancy.
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Step 2	<p>20 Minutes – Main Activity 1 – Consequences of Having a Baby When Still a Teenager</p> <ul style="list-style-type: none"> • Ask the learners if they know of any young girls under the age of 18 who have had babies. • Ask learners to sit in groups of 4-6 people and to discuss the following: <ul style="list-style-type: none"> ➤ <i>Why should young girls not have babies at such a young age?</i> ➤ <i>Are there reasons why young girls should have babies when they are still a teenager?</i> ➤ <i>(State to learners that the reasons can be related to the baby’s father and the families as well as the girl herself).</i> • Summarize by pointing out that knowing the positive and negative impacts of having a baby at a very young age might help young people think more about what they are doing. Refer to the key words displayed on the chalkboard or classroom wall. Refer to the Background Information and present this information verbally.
Step 3	<p>10 Minutes – Main Activity 2 – How to Prevent Teenage Pregnancy</p> <ul style="list-style-type: none"> • If necessary, separate the groups into all male and all female groups. • Ask learners to discuss the following in their groups: <ul style="list-style-type: none"> ➤ <i>What are some ways to prevent/avoid teenage pregnancy?</i> • Ask a male group and a female group to present their findings. Ask other groups to add any extra information. • The facilitator should add on any information (from Background Information section) not already mentioned by learners.
Step 4	<p>10 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Ask each group to state one point of how teenage pregnancy can affect the lives of the young mother and father. Continue by asking the groups to each list one way to avoid teenage pregnancy. • Summarize the lesson by stating: <ul style="list-style-type: none"> ➤ Teenage pregnancy can have a negative impact on the young parents’ health, education, economic and social status. ➤ Teenage pregnancy can be avoided by talking openly about sex and the consequences of teenage pregnancy and the use of appropriate

	<p>contraceptives including condoms.</p> <ul style="list-style-type: none"> • Follow-up - Ask learners to consider how they would approach the subject of teenage pregnancy with their younger brothers and/or sisters, their own children or other young relatives/friends. • Ask learners to complete the activity in the workbook entitled 'Teenage Pregnancy.' • If you have time for an optional activity, you can look at the TRUE/FALSE quiz in the previous section and present the questions verbally to the class. Make a contest where one group competes against the other group to see how many questions they can answer correctly.
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MODULE A

Lesson 9: Talking about Sex

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify 2 reasons why it is important to be able to talk openly about sex.

Preparation and Materials:

- Flash cards with the key words displayed
- Key words displayed on the chalkboard or classroom wall

Key Words:

- Talk, Information, Sex, Lives, Health, Teenage Pregnancy, Unwanted Pregnancy, Sickness, HIV/AIDS, STDs

Background Information:

- If we are not able to talk about sex then we will not be able to gather correct information about sex. Being able to openly talk about sex and the issues surrounding sex (such as pregnancy, sexual gender-based violence, diseases from sex such as HIV, planning a family) will make us safer, keep us healthy and more informed about our sexual lives. Not being able to talk openly about sex may mean that we have wrong information or have understood information wrongly and this can be a big risk for us in the future.

What Information Might We Want to Communicate About Sex?

1. Teenage pregnancies and the risks associated with it – Support on how to prevent teenage pregnancies (*see lesson on teenage pregnancy for further information*).
2. The male and female reproductive systems – what are the different parts and what functions do they have (*see lesson on reproductive systems*).
3. Puberty – the physical and emotional changes that occur (*see lesson on our changing bodies and behaviors*).
4. Deciding the number of children to have – Discussion about how many children is good to have.
5. Unsafe sex – the risks involved in having unsafe sex and how we can protect ourselves.

Learning Points or Key Messages:

- Being able to talk openly about sex can improve our sexual health.

Activities:

Step 1	<p>5 Minutes – Review and Introduction</p> <ul style="list-style-type: none"> Review previous lesson on “Teenage Pregnancy”. Ask the learners how they would go about the subject with their children, younger brothers/sisters, etc. Introduce this lesson “Talking about Sex”. Point to the key words on the chalkboard or flash cards (Sex and Talk).
Step 2	<p>20 Minutes – Main Activity 1 – Importance of Communication</p> <ul style="list-style-type: none"> Brainstorm with learners about why it is important to talk with others. Possible answers include that sharing of information, ideas and knowledge help us to know more and passing on information through talking makes us feel good. Begin by asking learners to discuss the following with someone sitting close to them who is of the same sex. Ask them to discuss these two questions: <ul style="list-style-type: none"> ➤ <i>Why is it important that we talk about sex?</i> ➤ <i>How should we approach talking about sex? (Possible answers include holding discussions with groups of the same sex, with people of similar ages, with children of a certain age at school, discussions by parents, through drama, radio, TV, posters or a combination of these).</i> ➤ <i>What could happen if we do not communicate about sex?</i> Ask for 2-3 persons to share what they discussed. Look for replies that will guide everyone on how they should discuss the topics for this session. Point out that we can avoid sickness or unwanted pregnancies by finding the best way to share important information. Refer the learners to the key words on the chalkboard, for example teenage pregnancy, sickness, HIV/AIDS, STDs, unwanted pregnancy. <i>(Note: The information just provided by the participants must guide the facilitator in choosing how to continue with this session).</i>
Step 3	<p>15 Minutes - Activity</p> <ul style="list-style-type: none"> Ask learners to stay in their pairs and to discuss the following: <ul style="list-style-type: none"> ➤ <i>What about sex might we want to discuss with a family member, friend, husband/wife?</i> ➤ <i>Will we discuss different areas of sex with different people, for example</i>

	<p><i>children, young people?</i></p> <ul style="list-style-type: none"> • Ask 2-3 learners to share their discussion findings with the other learners. Ask the other learners if they have any other information that they would like to share.
Step 4	<p>5 Minutes – Conclusion, Evaluation and Follow-up</p> <ul style="list-style-type: none"> • Go around the class quickly asking a few learners why it is important to talk openly about sex. • Summarize the lesson by stating: <ul style="list-style-type: none"> • Talking about sex is important as it provides us with the necessary information to keep us healthy and to avoid teenage pregnancy. • We may talk about different sexual issues to different groups of people depending on their age. • Follow Up: Ask learners to discuss an issue about sex with a friend or family member.

MODULE A

Lesson 10: Safe Sex

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify reasons why we should practice safe sex.

Preparation and Materials:

- Key words on flash cards
- Key words displayed on chalkboard or classroom wall

Key Words

- Safe Sex, Communication, Protection, Healthy, Teenage Pregnancy, Unwanted Pregnancy, Abstinence, Sexually Transmitted Disease (STD), AIDS/HIV, Sexual Intercourse, Condom, Genital Herpes, Genital Warts.

Background Information:

- Practicing safe sex is taking responsibility for our health and that of our partners. It protects us from getting STDs and HIV through unsafe sex. However, many young people, especially girls do not have the knowledge, skills and attitudes necessary to practice safe sex. In many situations it may be very difficult for the girl to feel powerful enough to say no to sex if the man or boy does not want to practice safe sex. It is very important for girls, boys, men and women to be aware of the risks involved in practicing unsafe sex and why they should take responsibility for their own sexual health.
- The only 100% safe way of avoiding STDs or pregnancy is for abstinence – not having sexual intercourse. Although actual sexual intercourse may not happen, people may still become infected with genital herpes or genital warts from close sexual contact. The use of the condom will greatly reduce the chance of becoming infected with STDs or the girl/woman becoming pregnant.

Why Do People Practice UNSAFE Sex?

- They do not know the chances involved for example STDs and pregnancy.
- They do not know the long term risks of STDs and HIV.
- Their partner looks healthy.

- They feel that their partner may lose trust in them.
- They feel that their partner may think that they already have an STD if they refuse to have sex without a condom.
- They find it difficult or impossible to say no.

Learning Points or Key Messages:

- **Practicing safe sex means we take responsibility for our sexual health.**
- **Safe sex practice is necessary to keep us healthy and prevent us from having unplanned pregnancies.**

Activities:

Step 1	<p>10 Minutes – Review and Introduction</p> <ul style="list-style-type: none"> • Review of previous lesson on talking about sex. Ask learners to quickly call out the reasons why we should all talk about sex. • Say to the learners that in this lesson we will be talking more about sex and in particular safe sex. • Ask learners what they understand by the words ‘safe sex’. Refer to any of the key words displayed on the chalkboard or classroom wall. • Summarize the main points and bring up the idea of abstinence if it has not already occurred.
Step 2	<p>15 Minutes: Reasons Why People Practice UNSAFE Sex</p> <ul style="list-style-type: none"> • Ask learners to sit in pairs and with someone they feel comfortable speaking about sex to. This may be same sex pairs. • Ask learners in their pairs to think about why people may find it difficult to practice safe sex (see Background Notes section for reasons). • Ask each pair to state one reason why people find it difficult to practice safe sex. Add in any points that have not been mentioned by the learners.

Step 3	<p>15 Minutes – Promoting Safe Sex</p> <ul style="list-style-type: none"> Ask the learners in their pairs to choose one of the scenarios below and to discuss how they could promote safe sex in these situations. <ul style="list-style-type: none"> Scenario 1: The girl wants her boyfriend to use a condom as she's worried she may get pregnant or become infected with a STD but the girl doesn't know how to discuss this with her boyfriend. Scenario 2: A boyfriend tells his girlfriend that she can't get a STD by having unprotected sex with him as she is still a virgin. Ask 2-3 pairs to present their findings and for other pairs to add in other information where possible.
Step 4	<p>5 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> Ask learners to call out why we should practice safe sex. Conclude the lesson by summarizing the main points: <ul style="list-style-type: none"> Practicing safe sex can stop unplanned pregnancies and from becoming infected with STDs. Practicing safe sex means that we are being responsible for our health. Talking about why it is important to practice safe sex is important for everyone. Follow Up: Ask the learners at home to think of what sexually transmitted diseases they may have heard about.

MODULE A

Lesson 11: Introduction to Sexually Transmitted Diseases (STD's)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Name the common sexually transmitted diseases (STDs).
- Identify the symptoms of these common STDs.

Preparation and Materials:

- Key words written on flash cards
- Key words displayed on chalkboard or on classroom wall
- Activity workbook

Key Words:

- Sexually Transmitted Diseases (STDs), Unsafe Sex, Syphilis, Gonorrhea, Genital Herpes, Chlamydia, Genital Warts

Background Information:

- Adolescents are at high risk of infection with HIV/AIDS and STDs because of the physical and emotional changes they are going through. It is therefore very important to give them information that will help them make wise choices. Additionally in some cultures it may be difficult for a girl to refuse sex and this can put her at risk of getting a STD.
- Sexually transmitted diseases (STDs) are diseases that are passed on through sexual intercourse when one or both partners are infected. The most effective way to prevent the STD passing from an infected person to an uninfected person is to abstain from (not have) sex. Another effective way is for the man to use a condom.
- Many people who are infected with a STD may not immediately know that they have been infected or are too embarrassed to go to the local health centre. This embarrassment may mean that they infect someone else with the STD. If a person who has a STD is not treated, their fertility and/or health may be affected in the short and long term. STDs can be treated by the local health centre.
- Having a STD can increase the chances of getting HIV/AIDS.

Common STDs are: Chlamydia, Genital Herpes, Genital Warts, Syphilis and Gonorrhea.

The Symptoms (signs) of the Common STDs Should Be Known:

- a) **Chlamydia:** Symptoms usually appear 1-3 weeks after unprotected sex with an infected person. There are often no signs in women but the disease can affect a woman in the future if not treated. Symptoms in women include: abnormal bleeding, the need to peepee more frequently, painful peepee, painful sex and/or stomach pains. In men the symptoms include: a white/cloudy and watery discharge from the penis, a burning sensation when urinating (peepeeing) and pain/swelling of the testicles.
 - b) **Genital Herpes:** The classic symptoms include small, red-like blisters which burst and then have yellow, crusty scabs but some people may just get a rash or small pimples. Sores may appear 4-7 days after the person has had unprotected sex with an infected person. Other flu like symptoms may also be common.
 - c) **Genital Warts:** Almost 50% of infected women will have no symptoms. Symptoms in men and women are the same – small, hard spots which may become itchy. Symptoms appear approximately 3 weeks after having sex with an infected person.
 - d) **Syphilis:** Symptoms become obvious between 9-90 days after having sex with an infected person. Initial symptoms include sores around the genitals or rectum which are hard and red. Further symptoms may include headaches, dizziness, loss of appetite, a red rash.
 - e) **Gonorrhea:** Symptoms in women can often go un-noticed but symptoms may include abnormal bleeding, painful urination, vaginal discharge. In men the symptoms include yellow pus coming out the tip of the penis, painful urination, wanting to pee pee a lot, blood in the urine, the head of the penis turning red. If gonorrhea is present, the person is probably also infected with chlamydia and should also be treated for this.
 - f) **HIV:** This can be transmitted by unprotected sex with an infected person. More of the symptoms of HIV will be discussed in another lesson. It must be remembered that HIV can be transmitted in different ways for example sharing needles, blood transfusions, tattooing, using unclean needles as well as through sexual intercourse.
- Women and girls may get infections which are not sexually transmitted for example yeast infections and urinary tract infections. These may cause symptoms such as feeling itchy on the vagina, a whitish discharge from the vagina, or burning sensation when urinating; if these infections are not treated at the local health centre, they may affect the girl's or woman's fertility.
 - A girl or woman who is infected with HIV/AIDS may not know that she is infected for a very long time, sometimes years. The only way to be sure is to get tested at the hospital.

If STDs Are Not Treated They Could Lead To:

- Infertility, which means that a man or woman is unable to have children.
- Cervical cancer which can result from infection with human papilloma virus (HPV). This is the virus that causes genital warts and it has no cure.
- Some infections like syphilis can even lead to brain damage and death.
- Gonorrhea can cause blindness in babies born to infected mothers.

Learning Points or Key Messages:

- **Sexually transmitted diseases (STDs) are dangerous to our health. A STD is caused by having unprotected sex with someone with a STD.**

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none">• Review of previous lesson on safe sex. Ask learners to call out what they understand by safe sex and unsafe sex.• Say to the learners that in this lesson we will be looking at some diseases that are threatening the health of many people in Liberia. HIV and other Sexually Transmitted Diseases, also called STDs are spreading very quickly from one person to another through unsafe sex. Many people are getting infected.• Explain that this lesson will look at the common STDs and their signs.
Step 2	25 Minutes – Symptoms of STDs <ul style="list-style-type: none">• Divide the learners into groups of 4-5 people. Ask them the following:<ul style="list-style-type: none">• List as many STDs as you can think of (if it is local names, this does not matter).• List the common signs of each STD.• Ask the first group to give the name of one STD and the associated signs. Ask the other groups if they have any additional signs to add.• Write on the board and add on any symptoms that may have been missed.

	<ul style="list-style-type: none"> • Go over the key words with the learners. • Ask the next group to give the name of another STD and to list the symptoms. Ask the other groups if they have any additional symptoms to add. • Write on the board and add on any other symptoms that have not been called out. Repeat the process. • Possible STDs include: <ul style="list-style-type: none"> • Gonorrhoea • Syphilis • Genital Herpes • Chlamydia • Genital warts • HIV (remember that HIV can be transmitted in different ways as well, NOT only through unsafe sex) • Ask the learners in their groups to think about the best way of talking about STDs. • If sufficient time permits, refer learners to the activity in the workbook entitled 'Introduction to STDs', ask learners to complete the activity. Provide support if necessary.
Step 3	<p>10 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Ask learners to call out the main STDs and symptoms. • Explain to the learners that many STDs have similar symptoms including the following: <ul style="list-style-type: none"> • You feel pain when urinating. • You see sores on or around the penis or vagina. These make it easier to become infected with HIV. • You feel itchy on or around the penis or vagina. • You see a discharge from the penis or vagina. • Conclude the lesson by saying that the best way to stop getting a STD is to practice safe sex. If a person thinks that they may have a STD and have had unsafe sex, they should go to a local health clinic for a consultation and treatment if necessary.

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| | <ul style="list-style-type: none">• Follow Up: Ask learners to reflect on all the previous lessons on reproductive health including puberty, reproductive systems, making babies, teenage pregnancy, talking about sex, STDs and safe sex. |
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Module A

Lesson 12: What is Family Planning?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Define family planning.
- State the benefits of family planning.

Links with Other Lessons and Materials:

- Health and Hygiene, Psychosocial Wellbeing

Key Words:

- Family Planning, Man, Woman, Joint Responsibility

Preparation and Materials:

- Illustration – one side showing a pregnant woman going to the antenatal clinic with 4 children, one on her back and 2 little ones standing by her side. Other side of the illustration shows the husband sat at home with his feet up drinking a cup of tea.
- A Midwife or Representative of the Parent Planning Association of Liberia (PPAL) if available
- Activity workbook

Learning Points or Key Messages:

- **Having the number of children I want and knowing when I want them is called family planning. Family planning is a means to achieve and show responsible parenthood.**

Activities:

Step 1 5 Minutes – Introduction

- Introduce the lesson and its objectives:
 - We will look at what family planning is.
 - We will look at the benefits of family planning.
- Introduce the words “family planning”. Say to the learners that family planning, just like sex or marriage, means different things to each one of us. Today we will discover what family planning means to each one of us.

Step 2 15 Minutes – Main Activity 1 – What Is Family Planning To You?

- Ask learners to share in pairs what words, image, feeling and situation comes to their minds when they hear the word, “family planning”.
- Take their responses and accept all as correct.

Step 3 15 Minutes – Main Activity 2 – Whose Responsibility is Family Planning?

- Divide learners into groups of 4-6 people.
- Show the illustration to the groups and ask them to discuss the following points:
 - *What is happening in the illustration? Tell the story.*
 - *Do you think the woman is well/healthy? If not, why not?*
 - *How easy or difficult do you think this family’s life is? Explain.*
 - *What do you think are the husband’s responsibilities in this illustration?*
 - *Are there responsibilities (from this illustration) which the husband and wife could share? If yes, explain. If no, why not?*
- Ask groups to share their discussion. Ask each group to talk about one of the points above.
- Summarize the discussion of the learners.
- Optional activity: Ask learners to open their activity workbooks at Lesson 84 and to complete the activity.

Step 4 10 Minutes – Benefits Of Family Planning

- Brainstorm with the learners the benefits of family planning?

- Write their ideas on the chalkboard.
- Explain to the learners that family planning is very important and it saves lives. Communicating to our partners on when to begin having children, how many to have and when to have the children we want to have can bring great benefits to the family and the community as a whole.
- Family planning can be done through the use of appropriate methods that are appropriate and safe for every couple.

Step 5 5 Minutes – Review and Conclusion

- Review with the learners what they have learned today.
- Summarize the lesson by stating:
 - Family planning is about having the number of children that we want and when we want.
 - Family planning should involve discussions between the couple.
 - Family planning can improve the economic status of the family.
- **Follow Up:** Ask learners to speak to members of their families or friends about the benefits of family planning.
- Ask learners to complete the activity in the workbook if there was not enough time in the lesson to do this.

MODULE A

Lesson 13: Family Planning Methods

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- List 2 family planning methods.
- State how safe the methods are against pregnancy, STDs and HIV.

Links With Other Lessons and Materials:

- Health and Hygiene

Key Words:

- Family Planning Methods, Condoms, Pill, IUD, Diaphragm, Sterilisation, Vasectomy, Emergency Contraception

Preparation and Materials:

- Condoms
- Photos of pills, injection, IUD, diaphragm
- Pieces of paper with methods written on them
- Activity workbook

Background Information:

- Once a couple has decided to plan a family, they need to consider what family planning method is most appropriate for them. As well as the various methods helping to prevent pregnancy, some methods also prevent the transmission of HIV and STDs from one partner to another. The choice of the family planning can depend on a number of factors including if the couple are in a monogamous relationship, their health, their previous sexual history etc.
- None of the different methods are 100% safe against preventing pregnancy although there are some which are more effective than others. In addition some of the methods have side effects. All of these factors need to be carefully balanced before the right method for a couple is decided upon. This can be discussed with the local clinic or person responsible for family planning.

Different Family Planning Methods:

The Pill

- A woman takes one pill EVERY day to prevent pregnancy. The pill does NOT prevent against HIV or STDs. 8 women in every 100 women will become pregnant even though they may take the pill correctly. The main problem with the pill is that women forget to take it at the same time every day and this increases the risk of becoming pregnant. Side effects include nausea, weight gain, breast tenderness, headaches, unexpected bleeding, depression or dizziness and that they must be taken EVERY day. The benefits of the pill are that it is safe and easy to use, may lead to lighter, regular periods, does not interfere with sex, decreases risk of cancer of the reproductive organs and the woman can become pregnant again after stopping taking the pill.

Male Condom

- The condom is a thin sheath worn over the erect penis when a couple is having sex. With couples who use condoms as their method of family planning for one year, 3/100 women will become pregnant. It is effective against preventing most STDs and HIV. The condom is safe and easy to use, can be bought from a shop, chemist or provided free by the clinic. The disadvantages are it interrupts sex, requires skill to use it and to negotiate with the partner, a condom can only be used once, it can sometimes slip off or break during sex. Some people are allergic to condoms.

Female Condom

- The female condom is a plastic pouch which covers the cervix, vagina and part of the external organs. It is effective in preventing HIV and transmission of most STDs. It is safe and can be bought from a shop or from a clinic with no prescription. It can be inserted 8 hours before sex and it is very sensitive. Disadvantages are that it is expensive, can be noisy or awkward to use and requires skills to be used properly and for the partner to accept its use. Some people suffer from allergic reaction when using a female condom.

Injections

- This is given every 3 months to the woman and is very effective in preventing pregnancy. It does not stop transmission of HIV or STDs. It is safe and lasts for 3 months, periods can become very light and after 3 months disappear altogether, women can become pregnant after stopping taking it and it does not interfere with sex. Disadvantages are that the regularity of periods may change, the woman may feel more hungry and gain weight, it can take 3-4 months to get pregnant after stopping taking it. Women can sometimes forget when they need to go to get another injection.

Emergency Contraception

- These are used to prevent pregnancy from occurring after a woman has had unprotected sex. 2 out of 100 women will become pregnant after using these pills.

They are safe and provide a stop measure before alternative contraception is considered. They do not protect against HIV or STDs and need to be used within 5 days of having unprotected sex. They should not be used regularly. They can cause nausea, vomiting, headaches or dizziness.

Intrauterine Device (IUD)

- These are a small plastic and copper device that is inserted into the uterus. It is very effective against pregnancy – only 1 in 125 women will become pregnant after using an IUD for a year. It is safe, effective and can last for 10 years if the woman does not want it removed before this time. It does not interfere with sex or breastfeeding. It is not suitable for women who have more than one sexual partner or whose partners have other partners as the risk of pelvic inflammatory disease increases. It should only be used when appropriate screening for pelvic inflammatory disease has occurred. It does not protect against HIV or STDs and can result in pain for the first few days after insertion.

Breast Feeding

- This is a temporary measure and can only occur when the woman is still actively breastfeeding and has not begun to menstruate after having her baby. In the first six months after childbirth, 2 out of 100 women will become pregnant if they use this method. If breastfeeding exclusively this will decrease to 1 in 100 women becoming pregnant. It prevents pregnancy for the first 6 months after childbirth, it encourages breastfeeding and there is no direct cost involved. Disadvantages of breastfeeding are that it may be difficult for some people and if the mother is HIV positive, HIV can be passed to the baby. It does not protect against HIV or STDs. It can only be used if periods have not returned, breastfeeding is occurring exclusively or only little other food is given to the baby and the baby is less than 6 months old.

Learning Points or Key Messages:

- **Knowing how a family planning method works, how well it prevents me from pregnancy and how well it protects me from STDs and HIV will help me choose the right method.**

Activities:

Step 1	5 Minutes – Introduction <ul style="list-style-type: none">• Review the previous lesson on the benefits of family planning.• Explain the purpose of this lesson:<ul style="list-style-type: none">➤ Look at different family planning methods.➤ How safe these are in preventing pregnancy, HIV and STDs.
Step 2	15 Minutes – Main Activity 1 – Family Planning Methods <ul style="list-style-type: none">• Ask learners to state various family planning methods they have heard about or seen (from the follow up section of the last lesson).• Give each learner a folded or crumpled piece of paper with the name of a family planning method written on it. Ask them not to open it until they are told to do so.• Having distributed the paper, ask each learner to open it. Ask learners with the same family planning method to get into a group.• Ask each group to discuss these points:<ol style="list-style-type: none">1. <i>What knowledge and skill do we have of this method?</i>2. <i>How safe is it when it comes to preventing pregnancy?</i>3. <i>How safe is it when it comes to preventing STDs/HIV?</i>4. <i>What are the places we have in our community that provide services on family planning?</i>5. <i>Are there any health risks to this method of family planning?</i>
Step 3	15 Minutes – Main Activity 1 – Discussion <ul style="list-style-type: none">• Ask each group to present their points.• Add on any further information necessary from the Background Information section.• Optional activity: Ask learners to look in their workbooks at Lesson 85 and to complete the activity. They should do this individually but may discuss with other learners.

Step 4	<p>5 Minutes – Evaluation and Conclusion</p> <ul style="list-style-type: none"> • Ask learners to call out different family planning methods and the advantages and disadvantages of each. • Summarize the lesson by stating: <ul style="list-style-type: none"> ➤ We should all know about the different methods available for family planning and should use the one which is most appropriate. ➤ Family planning can prevent pregnancy and some methods can prevent some STDs and HIV. • Follow Up: Ask learners to speak to someone in their home or a friend about family planning and which method he/she uses to prevent pregnancy. • Learners should complete the activity in the workbook if there was not enough time during the lesson to do this.
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MODULE A

Lesson 14: Review Lesson for Reproductive Health (Mid Module Assessment)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Small groups of learners will demonstrate that they can correctly, orally define and give examples of symptoms, causes, consequences and functions for key words and concepts for reproductive health.

Preparation and Materials:

- Illustrations from lessons on reproductive health
- Key words written on flash cards
- Key words displayed on chalkboard or classroom wall

Key Words:

- Reproductive Health, Teenage Pregnancy, Unwanted Pregnancy, Vagina, Uterus, Ovary, Penis, Scrotum, Testes, Puberty, Communication, Sexually Transmitted Diseases (STDs), Unsafe Sex, Syphilis, Gonorrhea, Genital Herpes, Chlamydia, Genital Warts.

Background Information:

- This lesson is to review the previous 7 lessons on reproductive health. It will provide the learners the opportunity to reflect back on what they have studied, how this may be applied to their daily lives and the importance of talking about sex. The facilitator should refer back to the previous background information on individual lessons for further support.

Activities:

Step 1	5 Minutes – Introduction <ul style="list-style-type: none">• Explain to learners that today there will be no new information introduced but that the focus of the lesson will be on reviewing material from the previous 7 lessons on reproductive health.• Ask for 3 learners (choose ones whose literacy level is sufficient to read key words fluently if possible) to come to the front and hand out to each of them a set of flashcards with key words on them.• Ask the other learners to call out any words or topics that they have studied over the past 2-3 weeks. As a word is called out, let the learner find the right flash card and stick this onto the chalkboard. If there is no flash card for the word, the facilitator may write the word on the chalkboard.• Praise the learners for remembering so many words and topics about which they have been studying.
Step 2	20 Minutes – Group Presentation Preparation <ul style="list-style-type: none">• Ask the learners to get into groups of 4-5 people. Have the following flash cards ready: Puberty, Male and Female Reproductive Systems, Teenage Pregnancy, Talking About Sex, Introduction to STDs. Ask each group to choose one of the flash cards.• Explain to the learners that they have 15 minutes to prepare a short presentation about the topic (no longer than 3 minutes) on the flashcard and that everyone must be involved in the presentation.<ul style="list-style-type: none">• The presentation should cover the following: A definition of the word(s) on the flash card, detailed description of the word, which could include symptoms, causes, consequences, functions etc.
Step 3	10 Minutes – Presentations <ul style="list-style-type: none">• Ask each group to present to the whole class.• Ask the other groups to comment on each group's presentation (maximum of 2 comments/questions per presentation).

	<ul style="list-style-type: none"> • The facilitator should draw out the key points from each presentation.
Step 4	5 Minutes – Conclusion <ul style="list-style-type: none"> • Conclude the main points of the topic of reproductive health.

MODULE A

Lesson 15: What is HIV/AIDS?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Define HIV and AIDS
- Identify how HIV and AIDS are caused

Preparation and Materials:

- Key words written on flash cards
- Key words displayed on chalkboard or classroom wall
- Rocks, bottle caps, ground peas, or other small objects that will be used for voting

Key Words:

- HIV, AIDS, HIV Positive, HIV Negative, Information, Communication, Scared, Worried, Disgusted, Concerned

Background Information:

What is AIDS?

- AIDS is an infectious disease caused by a virus called HIV. The virus destroys the body's ability to fight off diseases and illnesses. As a result, other diseases can enter the person's body easily and make the person sick. Eventually the person dies from one of these diseases for example Tuberculosis.

AIDS is the short form of:

A = Acquired (passed from one person to another).

I = Immune (the way the body fights and kills most germs and diseases that enter our bodies).

D = Deficiency (something missing that makes us weak).

S = Syndrome (combination of illnesses).

What is HIV?

- HIV is the virus/germ that causes AIDS. It is the short form of:
 - H** = Human (it lives only in people, not in animals).
 - I** = Immunodeficiency (from the two words "immune" and "deficiency" above).
 - V** = Virus (something that can get in our bodies and hurt different parts of our body).
- Sometimes we call HIV the "AIDS virus" because HIV is the virus that causes the AIDS sickness.

- AIDS is a deadly sickness in the world that has no known cure. However, it can be prevented. Also, there is a treatment for the virus (HIV) that causes it. If HIV is treated early, the person may be able to live a long time before they get AIDS. If people know they are “HIV positive” (have the virus) they will be able to change their behavior to keep other people from becoming infected. Many people who carry the HIV virus do not feel sick and show no symptoms for many years. Therefore it is important to learn more about HIV and stop it before it spreads to other people, and before it becomes the more deadly disease of AIDS. Millions of people all over the world including Liberians have HIV and AIDS.
- Getting more information and learning ways to avoid getting the disease are very important. HIV/AIDS can affect anyone. This lesson will discuss what HIV/AIDS is and how you can prevent it.
- Many people have information about HIV and how a person becomes infected with the virus but sometimes this information is incorrect and the person has not had the opportunity to discuss this with someone who has accurate information.

TRUE OR FALSE QUIZ

- HIV/AIDS is a sickness that weakens the body, causes people to become ill over time, and eventually causes death. (TRUE)
- No one has AIDS in our country. (FALSE)
- In Liberia about 8 in 100 adults are infected with HIV. (TRUE)
- Antibiotics can cure HIV. (FALSE)
- There is no cure for HIV and AIDS, but there are things you can do to prevent it. (TRUE)
- HIV can be spread during sex. (TRUE)
- You can prevent HIV by not having sex at all or using a condom during sex. (TRUE)
- HIV can be spread when people share blades, needles or other instruments that cut the skin. (TRUE)
- HIV is spread by sharing plates and cups with someone who has HIV. (FALSE)
- HIV is spread by shaking hands with someone who has HIV. (FALSE)
- You can tell if someone has HIV by looking at them. (FALSE)
- After a person gets HIV, they can live for many years without showing signs or getting sick. (TRUE)
- Since everyone who has AIDS dies of the disease, it is better not to know if you have it. (FALSE)
- You can be cured of AIDS by having sex with a virgin. (FALSE)
- Although treatments for HIV can help a person stay healthy for a long time, there is still no cure for AIDS. (TRUE)
- Traditional healers (or religious leaders) in our country have cured AIDS. (FALSE)
- AIDS is only a disease of immoral people, such as prostitutes. (FALSE)

Activities:

Step 1	15 Minutes – Introduction <ul style="list-style-type: none">• Ask learners how they feel when they hear the words HIV/AIDS. Write these words on the chalkboard or use the flash cards. If learners bring up words like scared, disgusted, worried – explain that these are normal feelings to have especially if they have limited information on the subject.• Explain that AIDS is a disease like any other disease and that there are many ways in which we can prevent ourselves and our families/friends from becoming infected with it.• Ask the learners to brainstorm what the difference is between HIV and AIDS. Correct any misconceptions that learners may have on this.• Ask learners, “How do you know if someone has HIV/AIDS?” Let the learners know that many people who are HIV positive show no symptoms (like some of the STDs covered in previous lessons).• Explain that we shall be spending the next 3 lessons on HIV/AIDS.
Step 2	25 Minutes – True or False Game <ul style="list-style-type: none">• Explain to learners that we are going to play a game. Bring out three sheets of flip chart paper prepared in advance, each having one of the following words - “TRUE,” “FALSE,” and “I DON’T KNOW.” Place the sheets of paper on the floor, on a large table or on the ground outside, someplace that the learners can gather around. Give each learner a rock, or some other object for voting. Tell them you are going to read statements, and they will choose one answer - either “True,” “False” or “I don’t know.” They will “vote” by putting their rock or object on the sheet that stands for that answer.• Read each statement, ask participants to vote, and then tell them the correct answer with an explanation.
Step 3	5 Minutes – Evaluation and Conclusion <ul style="list-style-type: none">• Go around the room asking individual learners one of the True/False statements. Ask them to provide the reason as to why it is true or false.

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| | <ul style="list-style-type: none">• Summarize the lesson by stating:<ul style="list-style-type: none">➤ AIDS is a deadly disease with no known cure but it can be prevented.➤ Having accurate information about HIV/AIDS will help to protect us and our families, from the disease.• Follow Up: Ask the learners to answer the following at home:<ul style="list-style-type: none">➤ <i>Have you ever known anyone with HIV/AIDS?</i>➤ <i>What did you think of this person?</i>➤ <i>Did you have negative thoughts about this person?</i> |
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MODULE A

Lesson 16: How HIV is Spread?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify common causes, symptoms and prevention of HIV/AIDS

Preparation and Materials:

- Illustrations of ways in which HIV is transmitted with the title “Ways in which HIV is transmitted” for example unprotected sex, blood transfusion, sharing needles, razors or knives for cutting skin, mother to baby during pregnancy or delivery, breastfeeding.
 - Illustrations of ways in which HIV is NOT transmitted with the title “Ways in which HIV is NOT transmitted” for example hugging, kissing, eating from the same plate, washing an infected person’s clothes, shaking hands, sharing an office, sharing a bed (without having sex) or home, using the same toilet, being bitten by a mosquito or other insect.
- Activity workbook

Key Words:

- HIV, AIDS, HIV Positive, HIV Negative, Causes, Symptoms, Unsafe Sex, Blood Transfusion, Breast Feeding, Mother to Baby, Sharing Needles, Razors and Knives for Cutting Skin

Background Information:

ACTIVITIES THAT CAN SPREAD HIV:

- Vaginal, anal, or oral sex without a condom
- Contact with semen.
- Contact with vaginal fluids.
- Contact with infected blood
- Direct blood transfusion (in a hospital during surgery) from untested blood
- Sharing needles, razors or knives for cutting skin
- Contact with the blood of an infected person into the blood of another person
- Mother and child:
 - Breastfeeding
 - Mother to infant during delivery
 - Mother to infant during pregnancy

ACTIVITIES THAT CANNOT SPREAD HIV:

- Non-sexual physical contact such as:
 - Shaking hands or holding hands
 - Giving or receiving a touch on the back or body
 - Hugging
 - Kissing
 - Visiting a person infected by the AIDS virus
 - Talking with a person infected with the AIDS virus
 - Sharing the same office
 - Sleeping together without having sex
 - Sneezing
- Eating or cooking together including:
 - Eating in public places
 - Eating from one plate
 - Drinking from one cup
- Sharing equipment including:
 - Using the same hoes, cutlasses
 - Using the same paper, books, pens
 - Using the same telephone
 - Using the same public transport
 - Using the same typewriter or computer
 - Using the same hair comb or brush
- Sharing toilets and bathrooms:
 - Using a common toilet / latrine seat
 - Using a common bathroom
- Being bitten by mosquito or any other insect:
 - When an insect bites a person, it does not inject its own blood or the blood of any person or animal it has bitten before. Instead it injects only saliva. Some diseases like yellow fever and malaria are spread through the saliva of some kinds of mosquitoes. However, HIV lives for only a short time inside an insect and it doesn't reproduce or survive in insects. Thus, even if the virus enters a mosquito or other sucking or biting insect, the insect cannot spread HIV to the next human it bites. HIV also does not live in insect feces.

Behaviors that put people at risk of getting HIV:

- Unprotected sex (not using condoms) including vaginal, oral or anal sex
- Multiple sexual partners without a condom
- Untreated STD's increase your risk of getting or spreading HIV
- Using unsterilized or used needles, syringes, knives or razors for circumcision/scarification or other rituals that break the skin
- Using used needles or razors that have accidentally cut a person with HIV while barbing, shaving, piercing ears, or other activities that might cause bleeding
- Blood transfusion (during surgery) with blood that hasn't been tested first
- A mother can pass the virus to her child during pregnancy or breastfeeding

Learning Points or Key Messages:

- **HIV/AIDS is caused by infected body fluids and cannot be caught any other way.**

Activities:

Step 1	10 Minutes – Review and Introduction <ul style="list-style-type: none">• Review the previous lesson on facts about HIV/AIDS.• Ask 1-2 learners to talk about how they viewed people with HIV/AIDS before the last lesson and now. Ask if their views have changed?
Step 2	30 Minutes – Ways That People Become Infected With HIV <ul style="list-style-type: none">• Make 2 columns on the board – write on one side “Ways that people become infected with HIV” and on the other side write “Ways in which I can NOT become infected with HIV.” Explain what you have written so that beginning literacy learners are not lost by all the words on the board.• Explain to learners that HIV is spread by infected bodily fluids so we need to think about the way in which fluids pass from one body to another.• Ask the learners to brainstorm all the ways in which people can get HIV. Write these up on the board and use the illustrations and key words to support the words. If there is any misinformation provided by the learner, place this on the “ways in which I can NOT get HIV” column. See Background Information

	section.
Step 3	<p>5 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Ask learners to look at the activity in their workbooks entitled ‘How HIV is spread’. • Summarize the lesson by stating that: <ul style="list-style-type: none"> • HIV can only be transmitted by infected bodily fluids passing from one person to another. • Follow Up: Ask learners each to find at least one person in their home or community and share the information with them.

MODULE A

Lesson 17: Signs of HIV/AIDS and Getting to Know My HIV/AIDS Status

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify symptoms of HIV and AIDS
- Identify where to get tested locally for HIV/AIDS

Preparation and Materials:

- Illustration of a healthy person and the following words “HIV positive?”
- Key words on flashcards
- Key words displayed on chalkboard or classroom wall

Key Words:

- HIV, AIDS, Causes, Symptoms, Blood Test, Infection, HIV Positive, HIV Negative

Background Information:

Symptoms and the Difference Between HIV Infection and AIDS

- When the virus enters the body, the person is said to have “HIV infection” or to be “HIV positive.” He/she may feel like he has a cold for a few days, but after that will show no signs or symptoms of the disease. Even though the person does not feel sick, he/she carries the virus in the body and can pass it on to other people. He/she may look and act just like anyone else. A person can carry the disease for 5-10 years or even longer before they start to look sick.
- In 5-10 years, after HIV has destroyed many of the person’s white blood cells, the immune system (our body’s defense against illness) gets weak. At the time when the immune system is finally destroyed, we say the person has AIDS. He/she starts to show signs and symptoms of illness. A person with AIDS may have some of the following signs and symptoms:
 - Unexplained weight loss
 - Fever for more than one month
 - Diarrhea for more than one month
 - Ulcers (sores) in the private parts or mouth for more than one month
 - Cough for more than one month
 - Lumps under the arm, in the neck, or on the groin

- Skin infections
- *Note: Many of these are also signs and symptoms of other diseases. The only way to be certain that a person has AIDS is to get an HIV test.*
- *Everyone should have an HIV test if they think that they may have been at risk of becoming infected with the disease. The following describes the testing procedure and some common questions:*

1. How do they do HIV and AIDS tests?

A small drop of blood is taken to do the test. It does not hurt and takes only a few minutes to get the test. You may get the results the same day, or you may have to come back to get the test results.

2. Who does HIV and AIDS tests?

A professional health person does it at certain approved clinics. They have been trained to do the test and how to be sensitive with the person being tested.

3. How often should a person be tested?

If it has already been a long time since the person thinks they did something that may cause HIV and AIDS, he/she should get a test immediately. The sooner a person gets the test, the better chance they have that treatment will keep them well for a long time.

If the person thinks he/she did something recently that may have given them HIV and AIDS, they should go for a test as soon as they can, but they may also have to come back for another test in six or seven months because sometimes HIV doesn't show in the blood right away.

4. What happens if a person tests HIV-positive (meaning they have HIV)?

The health center will give the person information about counseling to get the best information about how to stay well for a longer time and how to not pass it to other people. Sometimes the person can get medication to fight HIV, but if the person's body is very strong this may not be needed right away.

5. Can a person be forced to take an HIV and AIDS test?

No, testing should be voluntary. That means that a person can decide whether they want to be tested or not. However if a person is not tested and they are "HIV positive," they could pass it to other people without even knowing it, so there are good reasons to get a HIV test.

HIV Testing:

- Find out where the nearest testing clinic for HIV/AIDS is. The following places in Liberia provide HIV tests and are examples of places to go in these counties:
 - ELWA Hospital, Monrovia, Liberia
 - JFK Hospital, Monrovia, Liberia
 - Phoebe Hospital, Bong County, Liberia

Many NGOs also offer HIV/AIDS counseling and testing. You can ask the local NGOs present in your community if other facilities exist.

Learning Points or Key Messages:

- **There is a test that can be taken to find out if you are positive for HIV or AIDS, (the test sites will vary according to where you live).**
- **It is possible to protect ourselves from becoming infected with HIV.**
- **The symptoms of AIDS can be very similar to other diseases, it is very important to be tested for HIV/AIDS should we think we have done something which has put ourselves at risk.**

Activities:

Step 1	10 Minutes – Review and Introduction <ul style="list-style-type: none">• Review the previous lesson on how HIV is spread. Ensure that all learners have the correct, basic information. Take any questions from the learners.• Introduce this lesson – symptoms of HIV/AIDS and how to find out if you are HIV positive or not.
Step 2	10 Minutes – HIV Positive? <ul style="list-style-type: none">• Show the learners the illustration of the healthy person. Ask the learners “Does this person have HIV?” Explain that a person can carry the HIV virus for 5-10 years before they start showing any symptoms.• Ask the learners if they know of anyone who has AIDS and what their symptoms are. Write these symptoms on the board.• Ask the learners the question:<ul style="list-style-type: none">➤ <i>Are any of these symptoms similar to symptoms for other diseases?</i>

	<ul style="list-style-type: none"> Explain to learners that the symptoms which many AIDS patients show are the same symptoms as for many other diseases and that the only way to know if someone has HIV/AIDS is for them to have a very simple test at the local clinic/hospital.
Step 3	<p>20 Minutes – HIV Testing</p> <ul style="list-style-type: none"> Ask learners if any of them know where they can be tested for HIV/AIDS? Let the learners share information on this and add in any other places which provide testing that you know of. Explain the test procedure and the commonly asked questions. Ask the learners if they have any other questions about the HIV/AIDS test.
Step 4	<p>5 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> Test learners knowledge by asking the following questions (see Background Information section): <ul style="list-style-type: none"> ➤ <i>What signs does a person with HIV show?</i> ➤ <i>What signs does a person with AIDS show?</i> ➤ <i>When does a person who is infected with HIV begin to show signs of HIV?</i> ➤ <i>How can you find out if you are HIV positive?</i> Conclude the lesson by saying that it is impossible to say if someone has HIV/AIDS just by looking at them or their symptoms. Say that the only way to tell if a person has HIV/AIDS is to have a blood test. Follow Up: Ask learners to talk to a friend or family member about how they would like to be treated by their community/family if they were HIV positive.

MODULE A

Lesson 18: How HIV/AIDS Can Affect My Life and How People are Treated

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Describe how a person with HIV and AIDS should be treated after they get sick

Preparation and Materials:

- Illustration of person sick with HIV/AIDS all by themselves with no one to care for them
- Key words on flash cards
- Key words displayed on chalkboard or classroom wall

Key Words:

- HIV, AIDS, Treatment, Respect, Kindness, Stigma

Background Information:

- When people get a disease like HIV/AIDS others may judge them in a bad way and not want to be around them. Others may think it is easy to catch the disease from them if they do not know a lot about the disease. Others may want to stay away from someone with HIV or AIDS because of this even if it is a family member or a friend. People with HIV/AIDS are still humans and should be treated with the same respect and kindness as others.

Attitudes towards People with HIV/AIDS:

- Stigma takes many forms—rejecting, isolating, blaming and shaming, etc. We are all involved in stigmatizing people, even if we don't realize it.
- Stigma hurts people living with HIV and AIDS and those suspected of having HIV. They need help, care and respect.
- Stigma against people with HIV and AIDS can cause it to spread faster because it will make people who have it unwilling to tell anyone their secret.
- Stigma is also harmful to ourselves, our families and communities for other reasons. It keeps us from seeing the good each person has to offer. It is not good for maintaining peace and happiness in our communities and country.

- Stigma goes against the teachings of Christianity and Islam.
- We can make a difference by changing our own thinking and actions.
- People with HIV are often discriminated against or treated badly. Many people blame them for getting the infection, thinking that they were 'bad' or immoral because the infections are spread through sex. But many people get HIV from their husbands and wives, because their husbands or wives may not have known they had HIV before they got married. Other people may have gotten HIV from other ways not related to sex.
- Some people are afraid of people with HIV and AIDS because they think they can get the virus through touching them, being near them, or eating with them. This is not true. It is important that we treat people with these diseases with care and compassion. It also helps to keep them alive longer knowing that people care about them. Blaming people who are already suffering is cruel and does not improve the situation. It can even make things worse, if someone we care about is sick, but is afraid to tell us.

How Can We Change Hurtful Attitudes about HIV and AIDS?

Some strategies for changing negative attitudes:

- Changing our own attitudes.
- Giving correct information so people won't need to be afraid of something they don't understand.
- Being role models who show caring, compassionate behaviors.
- Work with our community groups and organizations to fight against negative attitudes.

Learning Points or Key Messages:

- *People can be around people with HIV and AIDS and treat them with respect and kindness without getting sick themselves.*
- *People with HIV/AIDS can still lead a fulfilling life, they just need to seek the proper treatment and take the proper safety precautions.*

Activities:

Step 1	10 Minutes – Review and Introduction <ul style="list-style-type: none"> • Review the previous lesson on symptoms of HIV/AIDS and how and where to get tested. • Introduce this lesson on how others should treat someone with HIV/AIDS
Step 2	25 Minutes – Stigma around HIV/AIDS

	<ul style="list-style-type: none"> • Show the illustration of someone with HIV/AIDS who has no family or friends wanting to care for him. Ask the learners to work in pairs and answer the following questions: <ul style="list-style-type: none"> ➤ <i>How does the sick person feel?</i> ➤ <i>Why don't the friends and family of the HIV/AIDS infected person want to be around the sick person?</i> ➤ <i>What could be done to make sure that the HIV/AIDS infected person is cared for and accepted by his family and friends?</i> • Ask 2-3 pairs to present their discussion points. Ask other learners to debate. • Summarize the learners' points – make sure that points about information sharing and communication are stated.
Step 3	<p>10 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Lead the group in a summary discussion by asking the following questions: <ul style="list-style-type: none"> ➤ <i>List 5 causes of HIV infection.</i> ➤ <i>List 5 ways in which HIV is not transmitted.</i> ➤ <i>How do we know a person has HIV/AIDS?</i> ➤ <i>What can be done to prevent the spread of HIV/AIDS?</i> ➤ <i>How should we treat people with HIV/AIDS?</i> • Summarize by stating that: <ul style="list-style-type: none"> ➤ People with HIV/AIDS should be treated with kindness and respect. • Follow Up: Ask learners at home to think of a time when they felt they were treated unfairly or without respect and how this made them feel.

MODULE A

Lesson 19: Keeping Ourselves and Our Homes Clean and Healthy

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Describe specific ways of keeping ourselves clean and how it helps us, our families and our community.

Preparation and Materials:

- Pictures of dirty/clean environment and person
- Key words on flash cards
- Key words displayed on chalkboard or classroom wall
- Activity workbook

Key Words:

- Hygiene, Clean, Illness, Sickness, Wash, Soap, Water

Background Information:

- Personal hygiene is necessary to stay healthy and gain respect from others such as peers, family members and co-workers.

Personal Hygiene:

- Take bath with soap at least once every day, washing all private parts, under the arm, and other areas of the body that smell bad.
- Wear clean underclothes after each bath.
- Women should bathe frequently when seeing their period or “time.”
- Women should wash their hair at least once a week using soap or shampoo (if you can afford the shampoo) and men should wash their hair every day or every other day. The weather conditions and the type of work a person does will also determine how often a person should wash their hair.
- Brush your teeth twice a day and rinse well after every meal. Brushing your teeth before going to bed is important.
- Wash your hands thoroughly with soap and water before and after every meal.
- Wash your hands after visiting the toilet. Soap and rinse between fingers, nails and back of the hand.

- While cooking, you can prevent food from spoiling by keeping your hands clean. While handling food avoid scratching, or touching the ears, nose, mouth or other body openings. Wash your hands after using a handkerchief or tissue to wipe your nose.
- Keep your nails short. If women use nail polish, they should be careful to not let it break off and drop in the food. Grow nails only if you can keep them clean. Clip nails short, along their shape.

Learning Points or Key Messages:

- **Keeping our bodies and homes clean will keep us healthy and respected by others.**

Activities:

Step 1	10 Minutes – Review and Introduction <ul style="list-style-type: none"> • Review the previous lesson by asking how we should treat people with HIV/AIDS and how we would feel if we were not treated with respect and kindness. • Introduce the session by informing the participants that they will be looking at the ways in which they take care of their bodies.
Step 2	10 Minutes – Cleanliness <ul style="list-style-type: none"> • Brainstorm with learners the following: <ul style="list-style-type: none"> ➤ <i>Why do we keep ourselves clean?</i> ➤ <i>Why do we want our homes to be clean?</i> • Write up the answers on the chalkboard for example to smell nice, to keep ourselves healthy, so that people want to be close to us and visit us, so that we don't get sick etc. Refer to key words where necessary and ask learners to repeat/read the words. • If there is enough time, refer learners to the activity workbooks and to complete the activity. Support as necessary.
Step 3	15 Minutes – How and What do we Keep Clean? <ul style="list-style-type: none"> • Ask learners to say the things they do every day to keep their bodies clean (personal hygiene) and to make sure that they do not get sick. Give an example like taking a bath at least twice every day.

	<ul style="list-style-type: none"> • While they are calling out the activities, stick the pictures with labels on the board. Write any extra ones on the chalkboard. • Ask the learners what they should do when they go to the toilet or when they are cooking to make sure that they don't get sick. • Show the illustration of the clean and dirty home environment. Ask the learners why it is important to keep the house clean especially the kitchen, toilet and wash area. • Summarize the main points.
Step 4	<p>10 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Ask individual learners to list one reason why we should keep ourselves and our homes clean (see Step 2 and Background Information section). • Summarize the lesson by stating: <ul style="list-style-type: none"> ➤ Having good personal hygiene and keeping our homes clean will help to keep us healthy. • Follow Up: Ask learners at home to think if there is anything that they could do to improve their home environment.

MODULE A

Lesson 20: Common Sicknesses That Affect My Health - Part I

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify the names of common diseases and illnesses in Liberia
- Identify the causes and symptoms commonly associated with malaria

Preparation and Materials:

- Flash cards with drawings and words of various illnesses for example malaria with picture of mosquito, person drinking/eating unclean water/food and getting runny stomach, person smoking and getting bad cough or lung disease, fat person eating fatty and sugary food and having heart problems, person putting lots of salt on their food and sitting around all day and having high blood pressure etc.
- Key words written on flash cards
- Key words displayed on chalkboard or classroom wall
- Activity workbook

Key Words:

- Disease, Sickness, Runny Stomach, Sugar Disease, High Blood Pressure, Heart Disease, TB, Worms, Malaria, Headache, Fever, Chills, Tired.

Background Information:

- We can get sick at any time but if we look after ourselves we are less likely to get sick. However everyone at some time will get sick with a disease which needs treatment. We need to know what illnesses are common in Liberia, what causes them, their symptoms and how they can be treated. If we know the causes and symptoms of the different diseases, we will be better able to look after our health and there will be less chance of us getting sick.
- There are several common illnesses in Liberia, including malaria, runny tummy, rashes, respiratory illnesses. This lesson will deal with malaria.
- **Malaria Causes:** Malaria is caused by a very small bug, called a parasite, which is carried by mosquitoes. When a malaria carrying mosquito bites someone, it injects the bugs along with mosquito saliva (the mosquito does not inject blood, it only sucks up blood). This is how malaria spreads from one person to another person. If there are no

mosquitoes around to bite people, the disease cannot spread. Mosquitoes grow in pools of water that are left undisturbed.

- **Malaria Symptoms:** Children are especially at risk of getting malaria and they can die quickly. If you think you have malaria (high fever, headaches, generally tired overall), you should see a doctor and start taking medicine as soon as possible. The longer you wait to take medicine, the more small bugs will grow in your body, and the sicker you become. People can die from malaria.
- **Malaria Prevention:** Make sure that you don't leave buckets filled with water or holes in the ground that fill with water as these provide the best home for mosquitoes. It is hard to get rid of all mosquitoes, so it is also important to avoid being bitten by mosquitoes. Sleeping under mosquito nets that have been treated with a special chemical to keep the mosquitoes away is very important. Making sure that you put clothes in an enclosed place rather than leaving them hanging around or on chairs. This will also help to keep mosquitoes away. If the mosquito doesn't bite you, then you won't get sick.

Learning Points or Key Messages:

- **We can prevent some of the diseases that make us sick by making various changes to our lives.**

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none"> • Review lesson on hygiene practices. Ask learners what they could do to improve their hygiene at home. • Introduce this lesson saying that we are now going to learn about various illnesses which commonly affect us in Liberia and focus on malaria.
Step 2	10 Minutes – Common Sicknesses in Liberia <ul style="list-style-type: none"> • Ask learners to name sicknesses they have had, seen, or heard of in their community. As the learner calls out an illness/sickness, take the corresponding flash card and stick it on the chalkboard. If the learner only knows the name of the illness in her/his first language ("dialect"), try also to write the English word(s) for this illness. • Ask the learners: "Are any of these sicknesses are related to poor personal

	<p>hygiene or lack of cleanliness in the home?”</p> <ul style="list-style-type: none"> On the board make two columns and arrange the flash cards into the 2 columns: <ol style="list-style-type: none"> Illnesses related to poor hygiene/cleanliness, for example runny stomach, worms, malaria. Other illnesses, for example diabetes, high blood pressure. Ask learners how diseases such as diabetes or high blood pressure are caused. <i>(Learners should say that it is by eating too much of the wrong foods, not exercising, getting stressed etc. All of these factors mean that it is the person’s lifestyle that can cause the disease/sickness).</i>
Step 3	<p>10 Minutes – Causes, Symptoms, Treatment and Prevention of Malaria</p> <ul style="list-style-type: none"> Use a picture of a mosquito and ask the learners which sickness is associated with the picture. The answer should be malaria. Divide the learners into groups of 4-5 people and ask them to develop a presentation on malaria. The presentation should show how they catch malaria, the symptoms of malaria and how it can be prevented. Learners may present in any way that they like. Ask each group to present. Correct any misconceptions that any of the presentations display. Go over how malaria is caught, what symptoms it displays, how it should be prevented and what happens if it is not treated.
Step 4	<p>15 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> Ask learners to call out how malaria is caused, the symptoms and how it can be prevented (see Background Information section and Step 2). Ask learners to look at their activity workbooks and to find the lesson entitled ‘Common Sickneses That Affect My Health’. Ask them to complete the activity. Summarize the lesson by stating that: <ul style="list-style-type: none"> ➤ Disease can be caused by poor hygiene, poor cleanliness of the home/environment and lifestyle. ➤ There are specific ways to reduce the possibility of getting malaria: <i>Sleep</i>

under mosquito netting, do not let water sit in containers without being covered, stay away from areas that have many mosquitoes.

- Malaria is caused by mosquito bites and people can die from this disease if they are not treated in time.

- **Follow Up:** Learners should look around their homes and immediate environment to see if they and their families are protecting themselves from malaria or not.

MODULE A

Lesson 21: Common Sickneses That Affect My Health - Part 2

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify the causes, symptoms, treatment and prevention commonly associated with runny stomach

Preparation and Materials:

- Flash cards with drawings and words of runny stomach for example person drinking/eating unclean water/food and getting runny stomach
- Flash cards displayed on chalkboard or classroom wall
- Activity workbook

Key Words:

- Disease, Sickness, Runny stomach, Worms, Headache, Fever, Chills, Tired, Watery, Bloody

Background Information:

- Everyone at some time has gotten runny stomach.
- **Runny Stomach Causes:** Runny stomach can be from something we have eaten or drunk or it may be due to poor hygiene or cleanliness for example not washing our hands after going to the toilet, not washing our hands before we eat and drinking water which has NOT been boiled or filtered. Cooking with dirty water can also give us runny stomach. Sometimes the food or drink tastes ok even though it has already gone bad and will make us sick. Runny stomach can be caused by different things and will often go away in 1-3 days but sometimes it can be more serious and young children or old people may even die from runny stomach.
- **Runny Stomach Symptoms:** The symptoms of runny stomach are a little different for the different disease/sickness but common symptoms are:
 - A fever
 - Feeling ill and tired.
 - Going to the toilet all the time
 - Vomiting or being sick

- If your runny stomach does not get better or it is a very small child who has runny stomach, take them to see a doctor or the local health clinic to see if it is a more serious runny stomach sickness, which could include the following possibilities:
 - **Cholera** is caused by small bugs that get into your stomach from drinking dirty water. Your stomach aches, you vomit and at the same time you have a very bad runny stomach that you cannot control.
 - **Dysentery** gives you a very runny stomach and you may see red blood in the stool when you go to the toilet. You also feel very tired.
 - **Giardia** makes you have a bad taste in your mouth when you burp or belch and very foamy yellow stools.
 - **Intestinal worms** can also cause runny stomach.
- **Runny Stomach Treatment:** The first thing to do if you have a runny stomach is to drink lots of clean, boiled or filtered water, this is very important as every time you go to the toilet or are vomiting, you are losing lots of water. If the runny stomach continues, you should seek other treatment. Small children and old people can become very sick very quickly from runny stomach and it is important for them to have treatment as soon as possible.

Learning Points or Key Messages:

- **Good hygiene and cleanliness is very important and will help us stop getting sick with runny stomach.**

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none"> • Review lesson on causes, symptoms and prevention of malaria. • Ask learners what they could do around their home to prevent malaria. • Introduce this lesson saying that we are now going to learn about a very common illness which every one of us has had before. Ask the learners to guess what the illness might be – do some acting of the symptoms if the learners don't provide the correct answer.
Step 2	20 Minutes – Runny Stomach <ul style="list-style-type: none"> • Ask the learners what they know about the causes, symptoms and treatment of

	<p>runny stomach.</p> <ul style="list-style-type: none"> • Use the illustration from the workbook or the flash card key words to support the answers. • Explain that there are different sicknesses that may cause runny stomach, which is why the symptoms may not always be the same. • Explain to learners that young children or old people can become very sick very quickly with runny stomach and may even die. This is due to their losing lots of water when they are being sick or going to the toilet all the time. • Explain how simple rehydration fluids can save a child's life.
Step 3	<p>10 Minutes – Preventing Runny Stomach</p> <ul style="list-style-type: none"> • Ask learners to work in pairs and to think of ways to prevent runny stomach. Encourage them to be practical in their suggestions. • Ask 2 groups to report back to the whole class. Ask the class if they have anything else to add. Add any information that has been missed.
Step 4	<p>5 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Ask 4 learners to be volunteers and ask each one to comment on one of the following: <ul style="list-style-type: none"> ➤ Causes of runny stomach ➤ Symptoms of runny stomach ➤ Treatment of runny stomach ➤ Prevention of runny stomach • Summarize the lesson by stating that: <ul style="list-style-type: none"> ➤ Good hygiene and cleanliness is very important to help prevent us from getting runny stomach. • Follow Up: Ask the learners to speak to friends or family members about how runny stomach can be prevented.

MODULE A

Lesson 22: Common Sicknesses That Affect My Health - Part 3

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify common and local cures for the diseases learned
- Compare and contrast the differences between traditional (country) medicine and modern medicine

Preparation and Materials:

- Illustration of a doctor, nurses at a hospital or local clinic
- Illustration of the local healer with their traditional treatments
- Key words written on flash cards
- Key words displayed on chalkboard or classroom wall

Key Words:

- Traditional, Modern, Medicine, Doctor, Nurse, Healer

Background Information:

- In the previous lessons on some common diseases and sicknesses which affect many Liberians, the various treatment options were discussed. These mostly focused on modern medicine and the importance of visiting the doctor or local clinic/hospital if necessary. However there are country medicines which are also available and which many people may feel more familiar with than modern medicine. Additionally the cost of country medicines and visiting the local healer may be a lot less than visiting a doctor or hospital. The sick person and their family must make the decision whether to visit a traditional healer, a doctor or maybe even both. To make this decision, they should be well informed of the benefits and disadvantages of modern and traditional medicine.

Advantages of Going to the Health Center, Clinic or Hospital:

- There are qualified people who know about diseases.
- Its practice is based on scientific evidence.
- I can have tests and examinations to see what is wrong with me.
- The environment is clean.
- There are medicines available.

- I can get vaccinations/immunizations for my children.

Disadvantages of Going to the Health Centre, Clinic or Hospital:

- It costs lots of money.
- Sometimes the medicines have run out.
- I have to wait a long time to be seen as there are so many people waiting to see a doctor or nurse.
- The health centre is a long way from my house and I may not have money for transport.

Advantages of Going to a Local Healer:

- It is less expensive and sometimes they will take food instead of money as payment.
- It is usually closer to my home.
- The traditional healer knows about plants and animal products which will make me well again.
- For some kinds of treatments, for example for a broken arm or leg, the local healer's treatment, which doesn't use a cast, may result in healing.

Disadvantages of Going to a Local Healer:

- They can only do a physical check but they cannot do any tests or medical examinations.
- They have no qualifications or formal training.
- It might not be very clean.
- Some treatments, for example for bone healing, may result in deformities - that is the bones may be healed but not straight.
- However sometimes these medicines are not proven to be effective and sometimes they may actually have reverse or unintended effects that the sick person does not expect.

Learning Points or Key Messages:

- **There are many ways I can stop myself from getting sick and when I get sick there are ways to get better.**
- **I should seek treatment if I am sick.**
- **What treatment to seek depends on many things: what I believe in, what my family and I can afford, and what is available.**

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none">• Review previous lesson on runny stomach. Ask learners what they can do to prevent runny stomach.• Introduce this lesson which is about traditional and modern medicine.
Step 2	25 Minutes – Traditional Cures <ul style="list-style-type: none">• Separate the participants into four or five small groups of 4-6 persons each.• Write the following diseases on small pieces of paper: malaria, runny stomach, tuberculosis, high blood pressure. Ask someone from each group to choose a piece of paper that will be the topic for that group.• Ask the groups to discuss the traditional cures for the disease/sickness written on the piece of paper. These should be shared with the rest of the class and any additional cures written on the board. (10 minutes)• The groups should next be asked to discuss these questions:<ul style="list-style-type: none">• Name at least 3 good things and 3 bad things about traditional medicines and cures.• What are the good and bad things about being treated at a health center, clinic or hospital?
Step 3	10 Minutes – Presentation <ul style="list-style-type: none">• Tell each group to select one person to present to the large group the good things and bad things about either traditional (country doctor, often a woman called a Zoe) or government or nongovernmental organization health care. After the first group the other groups should just add on any additional information, they do not need to repeat what the previous group has presented.• Draw out the common issues from the group discussions and then ask the group the following questions:<ul style="list-style-type: none">• When should you get help for a sickness?• How do you decide where to go for help?

	<ul style="list-style-type: none"> • After the debriefing, say to the group that: <ul style="list-style-type: none"> • It is important for us to get treatment when we are sick. We should never wait to get very sick before we decide to go for help. While traditional (country) medicine and modern medicine can cure us, we need to be careful to go to the right place when we need treatment.
Step 4	<p>10 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Evaluate the lesson by asking 2 learners to talk about the advantages and disadvantages of modern and traditional medicine. • Summarize the lesson by stating that: <ul style="list-style-type: none"> ➤ There are traditional and modern medicines for many sicknesses and I need to make the right decision as to what help I should seek. • Follow Up: Ask learners to find out what services are provided by a local healer and by the local health center, clinic or hospital.

MODULE A

Lesson 23 &24: Promoting Good Hygiene Practices - Development of Work Plan

Estimated Length of Lesson: 45 minutes x 2

Lesson Learning Objectives:

- Develop a plan on how to promote good hygiene practices within the school environment.

Preparation and Materials:

- Flash cards with key words
- Key words displayed on chalkboard or classroom wall

Key Words:

- Hygiene, Dirt, Water, Soap, Washing, Cleaning Teeth

Links to Other Modules:

- Psychosocial Well-being, Negotiation and Mediation

Background Information:

- In previous lessons on hygiene, the impacts (positive and negative) which man is having on the environment in Liberia were explored. The positive and negative impact or effect that these have on the community or families was examined.
- The next 4 lessons will cover the service learning component of the life skills curriculum (refer to Service Learning ABE Manual) and will focus on the development, implementation and evaluation of a plan to promote good hygiene practices at the school level.
- Before the actual “field work” begins, the facilitator should ensure that the locality for each team to work in is clearly defined. The facilitator may if necessary provide support to the groups to find suitable ‘experts’ (if available).
- The overall plan **may include** the following:
 - Initial survey to identify present hygiene practices at the school level.
 - School meetings to discuss the impact of poor hygiene practices.
 - School awareness campaigns
 - Meetings with students and teachers at the school to discuss how hygiene practices can be improved.
 - Talks from experts (if available) on good hygiene practices
 - And others

Learning Points or Key Messages:

- The importance of team work and the clear allocation of roles is very important in any group exercise.
- Listening to others opinions and developing solutions from these inputs is a good skill to have.

Activities:

Step 1	25 minutes – Review and Introduction <ul style="list-style-type: none">• Ask learners to quickly state the different hygiene issues which may be present in the school community. Ask learners to state the impact or effect that these hygiene practices have upon people’s health.• Explain to learners that the next 4 lessons will be project work/service learning and there may be work that needs to be done out of lesson time.• Explain to learners that they will be developing and implementing a plan to promote good health practices at the school level.• Ask the groups to list what hygiene issues the school may experience. Write this list on the chalkboard. (There may be other issues which only become apparent after an initial survey has been carried out by the learners).• Ask learners to brainstorm some possible solutions to each of the hygiene problems identified. Write these on the chalkboard.• Explain to the learners that we will focus on one of the hygiene problems they have identified above and it is now necessary for them to vote for which problem they would like to explore in more detail.• Voting can either be done in a secret ballot with each learner writing down what environmental problem they would like to become the service learning project or they may vote by a display of hands or any other means that the facilitator feels appropriate. THE IMPORTANT THING IS THAT IT IS THE LEARNERS THEMSELVES WHO DECIDE UPON WHAT ISSUE THEY WISH TO DEVELOP INTO A PROJECT.
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<p>Step 2</p>	<p>20 minutes – Main Activity 1 – Preparation for Project Work</p> <ul style="list-style-type: none"> • All learners should be in groups of approximately 6 people. One person should be nominated the team leader. • Explain to the groups that each group will develop a plan of action (example of plan can be found in the Service Learning Manual) on how we can promote good hygiene practices at the school level. • Explain to the groups that when we develop an action plan – there is a process that we need to follow and various questions (written on chalkboard) which need to be answered: <ul style="list-style-type: none"> ➤ <i>What is the goal of the team? – what do they want to achieve by the end of the project?</i> ➤ <i>What are the mini or smaller goals which are needed to help the team achieve the overall goal?</i> ➤ <i>What tasks or activities need to be done for the mini goals to be achieved? (Provide examples from the Background Information).</i> ➤ <i>What order do the tasks need to be done in? Are there some tasks which need to be done at the same time?</i> ➤ <i>Who will do each of these tasks? For example will everyone do each task or will the group divide up roles/tasks?</i> ➤ <i>When does each task need to be completed by? (day or time)</i> ➤ <i>What support is required from the facilitator or anyone else to complete the project?</i> • The possible activities which may be conducted should be shared and brainstormed with the learners (from Background Information). • Explain to teams that they may need to spend some time outside of the regular lesson to implement their plan. • Each group/team should have flipchart paper to help them plan. If possible there should be one literate learner with each group to record what each person should be doing. If this is not possible, let each group know that they should each know what they have to do and by when. • Advise the teams that they have the remainder of this lesson, the next one and any time out of regular class hours to develop their plans. Where possible the major points of the plan should be written down by a member of the team.
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Step 3	5 minutes – Conclusion <ul style="list-style-type: none"> • Congratulate the teams on their progress today and let them know that they still have another lesson to finish the development of their plan.
Step 4	30 minutes - LESSON 101 – Continue With Development of Plan <ul style="list-style-type: none"> • Write the questions to support the development of the group’s plan on the chalkboard. • Support any of the groups who require assistance.
Step 4	15 minutes – Presentation of Plan <ul style="list-style-type: none"> • Ask each group to do a quick presentation of their plan which should include stating the goal, mini goals and main tasks/activities which need to be completed. • The other learners and facilitator should provide input as necessary. • Ensure that all groups/teams are ready to start the project work/fieldwork in the next lesson. • Check with learners where everyone will meet for the beginning of the project work.

MODULE A

Lesson 25: Promoting Good Hygiene Practices At the School Level - FIELD WORK

Estimated Length of Lesson: 45 minutes plus additional time out of lesson time

Lesson Learning Objectives:

- Implement a plan on how to promote good hygiene practices at the school level

Preparation and Materials:

- Team plan of action

Key Words:

- Hygiene, Dirt, Water, Soap, Washing, Cleaning Teeth

Links to Other Modules:

- Health and Hygiene, Peace Education, Negotiation and Mediation

Background Information:

The next lesson and other available time outside of regular class hours will be used by the different teams to implement their projects at promoting good hygiene practices at the school level.

Learning Points or Key Messages:

- The importance of team work and the clear allocation of roles is very important in any group exercise.
- Listening to others opinions and developing solutions from these inputs is a good skill to have.

Activities:

Step 1	45 minutes – Project Work <ul style="list-style-type: none">• The individual teams will begin to implement their projects. The facilitator will be available to support the teams where necessary and will rotate around the groups to provide assistance.
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MODULE A

Lesson 26: Promoting Good Hygiene Practices At The School Level - REFLECTION ACTIVITY

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Evaluate effectiveness of project activity at promoting good hygiene practices at the school level

Preparation and Materials:

- Team plan of action
- Key words on flash cards

Key Words:

- Hygiene, Dirt, Water, Soap, Washing, Cleaning Teeth

Links to Other Modules:

- Health and Hygiene, Peace Education, Negotiation and Mediation

Background Information:

- After any activity it is very important that we evaluate/assess and reflect on how well the activity went. For example at the end of each life skills lesson, we do a short 5 minute evaluation activity to see if the learning objective(s) of the lesson have been achieved by the learners. Evaluation provides a time for us to reflect on what went well, what went ok and what did not work well and to develop solutions or revisions to future plans with similar or identical activities.
- This was a short term project and it may not be possible to assess how successful the project has been at promoting good hygiene practices at the school level.

Learning Points or Key Messages:

- **We need to reflect on what happened to check whether our activities were useful and effective.**
- **After looking back at the activity or project, we can make the necessary changes so that the same problems we experienced do not happen in the future.**

Activities:

Step 1	10 minutes – Review and Introduction <ul style="list-style-type: none">• Welcome the learners back to the classroom. Ask a general question:<ul style="list-style-type: none">➤ <i>How well did the activity/project work go?</i>➤ <i>What is the last step of the project activity that we now need to do?</i> (possible answers: write up the activity, assess how well things went, talk about what went wrong, talk about the successes, discuss next steps etc)• Explain to learners that a very important step in every activity that we do in our lives is to reflect on how well the activity went.• Ask learners the following question:<ul style="list-style-type: none">➤ <i>Why is it important for us to reflect on how well an activity went?</i>➤ <i>Write up the learners answers on the chalk board.</i>
Step 2	30 minutes – Main Activity 1 – Reflection/Evaluation <ul style="list-style-type: none">• Ask learners to sit in their teams. Ask learners to look at the team plans they developed, and what their overall goal and mini goals were.• Ask them to answer these questions in their teams (let the learners know that there is no wrong answer to any of these questions) and then have an open discussion with the learners. The questions have been divided up into blocks to support the open discussion. The questions should be written on the chalk board:<ul style="list-style-type: none">• Successes<ul style="list-style-type: none">➤ <i>What did the team achieve? What difference can be seen?</i>➤ <i>Did the team achieve all of the mini goals from the plan?</i>➤ <i>What went well with the project?</i>➤ <i>What new skills did the team or individual team members learn?</i>• Challenges<ul style="list-style-type: none">➤ <i>Which mini goals did the team not achieve and why not?</i>➤ <i>What was difficult about the project?</i>

	<ul style="list-style-type: none"> • Teamwork <ul style="list-style-type: none"> ➤ <i>How did the team work together?</i> ➤ <i>How did the team overcome any problems?</i> • Future projects <ul style="list-style-type: none"> ➤ <i>If you had to do this project again, what would the team change?</i> ➤ <i>Do you think this project has made a change for the school?</i> ➤ <i>Is there any activity which you would like to continue with? Which one and why?</i>
Step 3	<p>5 minutes: Evaluation, Conclusion and Follow up</p> <ul style="list-style-type: none"> • Congratulate the learners on completing their first service learning and doing such a good job with it. Explain that there will be more service learning activities in Semester 2. • Conclude that reflection/assessment or evaluation of any activity conducted is a very important part of everything we do. That it helps us improve activities for the future and so that the same mistakes are not repeated.

MODULE A

Lesson 27: Healthy Eating, Healthy Lives

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify the different food groups
- Identify what makes up a balanced diet

Preparation and Materials:

- Pictures with words of the main food groups
- Pictures of unhealthy person eating all the wrong foods and in large quantities
- Key words written on flash cards
- Key words displayed on chalkboard or classroom wall

Key Words:

- Food, Nutrition, Healthy, Sick, Illness, Balanced Diet

Background Information:

- Food and nutrition are very important in keeping our bodies healthy. Many people get sick because their bodies are not strong enough to fight off sickness because of poor nutrition. Nutrition is different types of food needed by the body to be healthy and strong. The foods we eat make the body grow well. When food is eaten it provides the body with materials for energy, growth and maintenance. By eating the right types of foods and enough of the right foods, your body can be strong – this is called a balanced diet. In some communities, nutritious foods might be hard to find in the area or expensive to buy. Sometimes children and young people are not allowed to eat good foods that build strong bodies because preference is given to other community members to eat first, these types of foods are considered taboo or are linked to some traditional practice. Children and young people may easily get sick because their bodies do not have the right kind of nutrients. This session will help participants explore the different types of healthy foods that can be found in their communities.
- **Fruits:** These provide vitamins and nutrients to keep us healthy, for example mangoes (plum), oranges, bananas, pineapples, papaya (pawpaw), coconut, golden plum, avocado (butter pear).

- **Vegetables:** These provide vitamins and nutrients to keep us healthy, for example greens (collard greens, palawa leaf (palawa sauce), potato greens, etc.) cabbage, plantains, yams, pumpkin.
- **Breads and Rice:** These provide us with grains that provide us with energy, for example rice, bread, cassava, potatoes, eddoes.
- **Meats and Protein:** These foods help us to grow and also help to heal our bodies when we are sick, for example fish, chicken, meat, eggs, peanuts (ground pea), beans, milk among others.

Learning Points or Key Messages:

- Eating different foods in the right amounts will help us to remain healthy.

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none"> • Introduce the new topic of healthy eating, healthy lives. Explain to learners that in many instances we are what we eat.
Step 2	10 Minutes – What Do I Eat? <ul style="list-style-type: none"> • Ask participants to name the types of food they eat every day. Then ask them to describe everything they ate the day before if they can. • Brainstorm with the learners the question: <ul style="list-style-type: none"> ➤ <i>Do you think that you eat healthily?</i> ➤ <i>Do you feel good after you eat?</i> ➤ <i>Do you feel like you have energy?</i> ➤ <i>Have you ever got sick from the foods you eat?</i>
Step 3	20 Minutes – A Healthy Meal <ul style="list-style-type: none"> • Ask the learners to get into groups of 5-6 people. Ask them to develop a meal that is healthy. • Ask each group to share their ‘ideal’ meal. Write this up on the chalkboard. • Explain to learners what a balanced diet is: <ul style="list-style-type: none"> ➤ The word “diet” means the foods that we usually eat. ➤ A “balanced diet” means that we eat food in the right quantities that is healthy for us every day. Food that is healthy for us includes vegetables,

	<p>fruits, grains and breads and sources of protein (meat, nuts, eggs, milk).</p> <p>➤ A balanced diet helps our body to stay strong and fight sickness.</p> <ul style="list-style-type: none"> • Ask the learners to now look at the meal which they developed earlier and decide if this is a balanced meal or not. Is there anything that they would change? Give the learners 5 minutes to work on this if necessary.
Step 4	<p>10 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Ask the learners what they have learned about eating healthily and if they think they are eating healthily at home. If no, what can they do or change to eat more healthily? • Summarize the lesson by stating that eating a balanced diet helps us to stay healthy. • Follow Up: Ask learners to speak to friends and families about various beliefs they have about foods, for example that eating papaya leaves can reduce the chances of getting malaria.

MODULE A

Lesson 28: The Foods I Eat- Part II

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify common food taboos in Liberia.

Preparation and Materials:

- None

Background Information:

- There are false beliefs about certain kinds of foods in Liberia. This lesson will address these issues and give the learners a chance to discuss what foods are healthy for them.

True/False quiz regarding foods in Liberia

Eating cooked papaya leaves is an effective anti malarial. TRUE

Drinking green coconut water will relieve the symptoms of a skin allergy. TRUE

Eating too many beans or nuts will cause gout. TRUE.

Eating bitter gourd will reduce a person's sugar level. TRUE

Eating Japanese gourd will reduce blood pressure. TRUE

Learning Points or Key Messages:

- We have many beliefs about what foods are good for us and which ones are not good for us. Some of these beliefs are true and based on fact whereas others are false.

Activities:

Step 1	5 Minutes – Review and Introduction <ul style="list-style-type: none">• Explain to learners what happens when we do not have healthy eating practices.• Tell the learners that this lesson will examine the false beliefs that we have about some foods.
Step 2	10 Minutes – True or False Beliefs Regarding Foods in Liberia <ul style="list-style-type: none">• Read out a number of statements about different foods in Liberia and ask learners to state if these are true or false. The facilitator should provide the explanation for each statement.
Step 3	20 Minutes – Eating the Right Food <ul style="list-style-type: none">• Explain the following points:<ul style="list-style-type: none">• Children who do not eat nutritious food grow more slowly; they do not think fast enough; and they can easily catch any sickness in the community.• When girls and women do not eat good food they can easily get sick and die especially when they are pregnant and go to deliver the baby.• While a woman is breastfeeding, she needs to eat very well and drink plenty of water to keep the milk supply coming for her baby.• Summarize by explaining that EVERY human being needs a balanced diet to grow healthy and avoid getting sick. Together with the learners, name some of the common sicknesses that people get if they do not eat a balanced diet.
Step 4	10 Minutes – Evaluation, Conclusion and Follow-up <ul style="list-style-type: none">• Ask learners to name 2 false beliefs regarding foods (see Background Information section).• Summarize the lesson by stating:<ul style="list-style-type: none">➤ It is important to eat the right foods and to understand what certain foods can do to our health.• Follow Up: Ask learners to speak to their families or friends about the different beliefs about foods and the reasons behind these.

MODULE A

Lesson 29: Drugs and Substance Abuse

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify specific drugs that cause harm in Liberia
- Identify reasons that drugs, alcohol and tobacco can cause harm to our bodies and minds

Preparation and Materials:

- 3 separate illustrations of the impact of using drugs, alcohol and tobacco on our health, our families etc.
- Key words on flash cards
- Key words displayed on chalkboard or classroom wall

Key Words:

- Drugs, Alcohol, Smoking, Tobacco, Drinking, Responsibility

Facilitator's Note:

Drug, tobacco or alcohol “abuse” means the **constant** use of these items by people who ‘use’ them. The person is so used to the items that they cannot do without them. At the same time these items are causing harm to the health and well-being of the individual, family or society.

Background Information:

- Youth are the major group of people in society who misuse drugs, alcohol and tobacco. Many youth have become hooked on using drugs, alcohol and tobacco due to pressure from their friends (peer pressure), depression or frustration over life situations and overall poverty. The drugs or alcohol take over their lives, becoming so important, that they spend their time thinking of ways to get more drugs. If they continue using drugs, their bodies become weaker and the drugs can even destroy their minds. Sometimes it is difficult from them to recover. The good feeling that drugs can bring is only temporary. In the long run, people who get hooked on using drugs and alcohol become more and more unhappy. This session will attempt to inform and educate the learners on the dangers of being hooked on using drugs and substances and what they stand to lose as a result of misusing them.

- Why do people take drugs and alcohol in your community if it is bad for them?
Responses could include:
 - To feel and think differently or change their personality.
 - To feel more intelligent, fashionable or courageous.
 - To try to reduce stress, trauma, bad feelings, depression, frustration with life, hopelessness, boredom.
 - To try to forget bad experiences.
 - Peer pressure: To be part of a particular group or to identify with friends.

Some examples of different drugs, alcohol and tobacco items and their effects on the body:

- **Tobacco (cigarettes, cigars, tobacco leaves).**
 - Difficult to keep or concentrate when users try to stop.
 - Can lead to impotence in men.
 - Can cause cancer of the tongue, throat, lungs, large intestine or colon.
 - Can damage blood vessels and the lungs which can lead to hypertension (high blood pressure), stroke, heart disease or lung infections.
- **Alcohol (whisky, rum, gin, beer, palm wine, etc).**
 - When drunk in excess, a person does not speak clearly.
 - May become bad-tempered, violent.
 - May take more risks than normal and will do things that he/she will not do when sober.
 - Increased mental disturbance.
 - Behaving irresponsibly, for example having sex without taking protection.
 - May not use tools or vehicles properly, causing accidents.
 - Increased risk of cancer.
 - Depression, fatigue.
- **Marijuana (pot, grass, weed, hash, dope, etc).**
This drug comes from the Indian hemp plant. Its leaves, flowers and stem are smoked. Cannabis makes the user feel temporary relief from the real world. This drug can make the user lose their sense of judgment and also the ability to make simple decisions.
 - Can cause lung cancer.
 - Can damage a person's memory.
 - Can reduce a person's capacity to concentrate.
 - Can affect a person's ability to understand.
- **Hallucinogens:** These are drugs that make the user hallucinate (that is to see things that do not exist). The user can experience:
 - Loss of sleep and appetite.
 - Long-term mental disturbance.

- Unusually high body temperature.
 - Anxiety, aggression and paranoia (a condition that causes people to be very suspicious of others).
 - Loss of memory.
 - Inflicting injury on oneself while hallucinating.
 - Convulsions, unconsciousness and death from overdose.
- **Narcotics or ‘hard drugs’:** are very addictive, for example heroin and cocaine. They are:
 - Very expensive so the user will often have to steal or do prostitution to be able to buy them.
 - Sometimes injected into the body and the users often share needles, which increases their risk of contracting and transmitting HIV.

Learning Points or Key Messages:

- **I should not allow drugs, alcohol and tobacco to spoil my life.**
- **Taking drugs or alcohol or smoking can cause long term damage to my body and to my health.**
- **Taking drugs, alcohol and tobacco that are dangerous to my health is never a healthy choice.**

Activities:

Step 1	20 Minutes – Review and Introduction <ul style="list-style-type: none"> • Review the previous lesson on food beliefs by asking learners to recap some of the common food beliefs and the reasons behind these. • Introduce the lesson – explain that we will look at the reasons why some people use drugs, drink alcohol or smoke and what impact these may have on their/our lives. • Ask participants to work in pairs and to answer the following: <ul style="list-style-type: none"> • Name two types of drugs, 2 types of tobacco goods, and 2 types of alcohol they know about in their community. • Give the local name in both English and their local language. • Have the pairs take 10 minutes to do this. • Ask learners to share the names of drugs, tobacco and alcohol with the class. Write these up on the board.
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Step 2	20 Minutes – Reasons for Using Drugs <ul style="list-style-type: none"> • Ask the following questions about using drugs, alcohol and tobacco: <ul style="list-style-type: none"> • Why do people take drugs, drink alcohol and/or smoke tobacco? • Is it safe to use drugs, alcohol and/or tobacco? Why? What are some of the negative impacts of using drugs, alcohol and/or tobacco? Show the illustrations to help the learners understand about poor decisions, accidents, and loss of money that happen with abuse of alcohol. • Discuss the answers with the class and reinforce that there are lots of bad impacts that can result from using drugs, alcohol and tobacco. • What happens when someone uses drugs often or for a long time? Is it different?
Step 3	5 Minutes: Evaluation, Conclusion and Follow-up <ul style="list-style-type: none"> • Ask 1-2 learners to state what drug abuse is and what the consequences of using drugs may be. • Summarize the lesson by stating that taking drugs can seriously affect my health and relationships. • Follow Up: Ask learners to find at least one person in their community with whom they can share the information about drugs and alcohol that they learned.

MODULE A

Lesson 30: End of Module Assessment

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Assess knowledge and understanding of the module

Preparation and Materials:

- Individual sheets for each learners
- Question and answer sheet (for facilitator)

Pre/Post-Module Assessment Form

Instructions: This tool is designed to assess learners' knowledge and understanding on life skills content. The pre-test must be administered a day before learners begin each module, and the post test must be administered after they complete each module.

- Ask learners to write their names on the top of the paper.
- Ask them to write the numbers 1-10 going down the paper. Show on the board if necessary.
- Explain that each statement will be read out a total of 3 times to the learners and that they must sit quietly and not talk to anyone else.
- Explain that they should write the letter T if they think the statement is true and the letter F if they think the statement is false.
- Provide the following example if necessary:
 - Today, learners are doing the assessment for the life skills module. This is a true statement and the letter T should be written down.
- Let the learners know that there will be a total of 30 minutes for the assessment.
- Ask the learners if they are all ready.
- Begin reading out statement 1. Remind them that the answer to statement 1 should go next to the no.1 on their papers.
- Remind learners to sit quietly and listen as you carefully read each sentence aloud 2 to 3 times to the class.

In order to properly evaluate how much information learners have gained from the Life Skills Content Area, each learner's pre-test questionnaire must be matched with his or her post test questionnaire. This matching allows evaluators to track how learners change overtime.

B. Module A – Health and Hygiene

#	Statements	√ (T)	× (F)
1	The change in season can bring illnesses.	T	
2.	Puberty happens to everyone at some time.	T	
3.	The parts of our bodies responsible for making babies are the same for both men and women.		F
4.	A woman can get pregnant even if the sperm does not reach the egg.		F
5.	Avoiding sexual intercourse is the best way to prevent pregnancy.	T	
6.	There are many diseases you can get from unsafe sex.	T	
7.	HIV can be spread through unprotected sex.	T	
8.	It is not important to wash your hands before you eat.		F
9.	We can help to prevent malaria by keeping our buckets of water around our house.		F
10.	Eating the right type of food helps to keep us healthy.	T	

Activities:

Step 1	10 minutes –Introduction <ul style="list-style-type: none">• Explain that this lesson will be looking at how well learners have done over the past topic. Explain the process of the assessment to the learners.
Step 2	30 minutes – Main Activity 1 – Assessment <ul style="list-style-type: none">• Conduct the assessment
Step 3	5 minutes – Evaluation, Conclusion and Follow up <ul style="list-style-type: none">• Collect in the papers from the learners• Thanks them for their time and let them know that they can have their scores in the next lesson.• Explain briefly that the next module will be about keeping our families and communities healthy.

Module B: Psychosocial Well-Being

MODULE B

After these lessons, learners will be prepared to:

- Describe her/his personality traits, interests and skills, values, and psychosocial needs in order maintain his/her mental well-being.
- Identify factors contributing to high self esteem.

Overview

Links with Other Modules: Communication, Peace and Civic Education, Health and Hygiene.

Estimated Length of Module: This module will be covered in 15 lessons of 45 minutes duration each.

List of Numbered Lesson Titles:

LESSON	MODULE B PSYCHOSOCIAL WELL-BEING LESSON TITLES
31	Introduction to the Psychosocial Module
32	My Natural Appearance
33	My Character
34	What are Values?
35	My Family Values
36	Cultural Values
37	My Values and Behaviors (Part 1)
38	My Values and Behaviors (Part 2)

39	My Values and Behaviors (Part 3)
40	What Skills Do I Have?
41	What Do I Do With My Skills?
42	Am I Important - What I Feel and How It Affects Me
43	Steps for Building High Self-Esteem
44	Psychosocial Well-Being Module Assessment

Background Information:

- The fourteen years of civil crisis have had a devastating effect on Liberians. Physical as well as family structures have been destroyed. Citizens have suffered different kinds of abuses such as rape, torture and harassment, among others. Many, both from Liberia and from abroad, have worked towards helping Liberians to restore their dignity using various intervention strategies.
- With a democratically elected government instituted, lives are returning to normal and many Liberians have returned to their towns and villages to rebuild their communities. The recovery process is challenging as many face difficulties in coping with the effects of the civil crisis. The life of a typical Liberian has been marked with change, growth and challenges. Some of these changes have been positive while others are negative, leaving Liberians happy, sad, decisive or indecisive and they are caught in a web of emotions such as residual anger, confusion, distrust, and unwillingness to forgive.
- These disruptions have led to overwhelming stress. An individual's mind is focused on the challenges and frustrations rather than opportunities for change, growth, harmony and prosperity which have affected their personality and sense of purpose. Our relationships and interactions with families and communities contribute significantly to our sense of well-being. Values such as respect for oneself and others, fairness, empowerment, and inclusion are key to the development of communities.
- This module is aimed at helping the learner stay emotionally healthy through learning activities that promote creative expression and the spiritual dimension of one's life. As life is full of challenges and struggles, being flexible and having a positive outlook on life will help an individual to become resilient and resourceful and to learn to cope with change and with situations where things go wrong.

Evaluation:

- In order to assess learners' understanding of the lesson, there are evaluation questions at the end of each lesson. This is not a formal test; rather, it is a formative assessment to help the teacher and learner know how the learner is progressing. The evaluation questions focus, as you might expect, on the learning objectives of the Module and of each lesson of the module.

MODULE B

Lesson 31: Introduction to Psychosocial Well-being

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Understand overall objectives of the module
- Identify what I already know about psychosocial well-being

Preparation and Materials:

- Flash cards with key words
- Key words displayed on chalk board or classroom wall
- Overall objectives of the module clearly written on chalk board or classroom wall (take from module background information)

Key Words:

- Well-being, Physical, Self-esteem, Values, Behavior, Emotional, Mental

Links to Other Modules:

Peace Education, Negotiation and Mediation, Health and Hygiene, Gender Based Violence

Background Information:

- This module is one of two which will be looking at psychosocial well-being in the Level I Life Skills course. The second module will be in Semester 2.
- The pre-test will be conducted during the lesson to establish what learners already know about psychosocial well-being.
- The Level I module will be looking at the importance of family and cultural values on our lives and how these can affect our behavior. It will look at how as we grow up, our values may change and how these can be influenced by our friends, family and community as well as the culture that we live in. It will ask learners to look at their strengths and what particular skills they have and how these skills can be used to support a happy environment in which we live. The module will conclude with 3 lessons on self-esteem and ask learners to examine why high self-esteem for each and every one of us is necessary for us to maintain physical, emotional and mental well-being.

Pre/Post-Module Assessment Forms

Instructions: This tool is designed to assess learners' knowledge and understanding on life skills content. The pre-test must be administered a day before learners begin each module or during the introductory lesson of the module, and the post test be administered after they complete each module.

- Ask learners to write their names on the top of the paper.
- Ask them to write the numbers 1-10 going down the paper. Show on the board if necessary.
- Explain that each statement will be read out a total of 3 times to the learners and that they must sit quietly and not talk to anyone else.
- Explain that they should write the letter T if they think the statement is true and the letter F if they think the statement is false.
- Provide the following example if necessary:
 - Today, learners are doing the assessment for the life skills module. This is a true statement and the letter T should be written down.
- Let the learners know that there will be a total of 30 minutes for the assessment.
- Ask the learners if they are all ready.
- Begin reading out statement 1. Remind them that the answer to statement 1 should go next to the no.1 on their papers.
- Remind learners to sit quietly and listen as you carefully read each sentence aloud 2 to 3 times to the class.

In order to properly evaluate how much information learners have gained from the Life Skills Content Area, each learner's pre-test questionnaire must be matched with his or her post test questionnaire. This matching allows evaluators to track how learners change overtime.

Module B – Psychosocial Wellbeing

#	Statements	✓ (T)	× (F)
1.	All human beings are identified by their natural appearance.	T	
2.	We can change our race if we want to.		F
3.	My character is an important aspect of my identity.	T	
4.	Everyone around the world has the same values.		F
5.	Our values determine our behavior.	T	
6.	Skills are learned and used in different situations.	T	
7.	We can use our skills to make our lives and our communities better.	T	
8.	Having low self-esteem is feeling good about ourselves.		F
9.	Self-esteem can be high or low	T	
10.	Our self-esteem influences our relationships with others.	T	

Learning Points or Key Messages:

- **Understand the objectives of the module.**

Activities:

Step 1	15 minutes – Introduction <ul style="list-style-type: none">• Welcome learners to the beginning of a new module.• Introduce learners to the module “Psychosocial Well-being”. Write the module heading on the chalk board.• Ask learners what they can tell about this module from the module title. Ask them what they know about the words “psychosocial” and “well-being.”• Explain to learners the different areas that this topic will cover (from background information to module and lesson).• Explain to learners that we are now going to look at what we already know about psychosocial well-being by doing a short TRUE/FALSE quiz but that learners MUST do this individually.
Step 2	25 minutes – Pre-Test Assessment <ul style="list-style-type: none">• Administer the pre-test (from background information).
Step 3	5 minutes – Evaluation, Conclusion and Follow up <ul style="list-style-type: none">• Ask learners to call out what topics will be covered in this module.• Ask learners what they have learnt from this lesson.• Explain that the following lesson will begin to look at who we are as a person and what features we can change and what we cannot change.

MODULE B

Lesson 32: My Natural Appearance

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Describe learners' physical appearance.
- List 3 physical features that make up their identity.

Preparation and Materials:

- Flash cards of key words with small illustrations of each word, for example Family: picture of a family, ace: pictures of people of different races.
- One illustration of a family group showing people of different sex, age, race, ethnic group, height, hair length etc.
- Key words displayed on chalkboard or classroom wall.
- Activity workbook

Key Words:

- Name, Sex, Family, Work, Race, Ethnic Group, Nationality.

Background Information:

- Each of us is special and different from everyone else in the world. We have our own looks and feelings and we each relate to others differently. All of these differences help to make us what we are – they shape our identity. Before we can effectively relate to others, we need to understand who we are ourselves.
- In this lesson, we will look at the ways we appear to others which form part of our identity. If we are to feel good about ourselves, then we must begin to appreciate and accept ourselves for who we are. Having a strong sense of our own identity helps us to feel good about ourselves, which affects our overall well-being.
- **Some Things That Cannot Be Changed About Our Identities Or That We Have No Control Over Are:**
 - Given Name.
 - Sex/gender.
 - Place in the family (son, daughter, father, mother, etc.).
 - Ethnic group.
 - Race.

- Our height.
- **Some Things Which We Do Have Some Control Over and Can Change Are:**
 - Religion.
 - Our work.
 - How we behave with others.
 - how we spend our time
 - Our hair and dressing style
- **Why Do We Want To Change Some Things About Ourselves?**
 - We want to improve the way we look to ourselves or others.
 - We are more interested in another type of work so we change our job.
 - Our religious beliefs change, which make us change our religion.
 - We want to fit in with our family, community or country for example change the way we dress, our interests, our behavior.

Learning Points or Key Messages:

- **We are special and different from everyone else in the world.**
- **The ways we look naturally forms part of our identity.**
- **We must learn to accept the things we cannot change about ourselves but understand that we can change some things which require improving.**

Activities:

Step 1	5 Minutes – Introduction <ul style="list-style-type: none"> ● Present the lesson title and say to the class that one of the main ways we are identified is by our names. However, there are other ways we can describe ourselves which make up our identity. By the end of the lesson, we will be able to describe how we appear to others and list three qualities that make up our identity.
Step 2	25 Minutes – Main Activity 1 <ul style="list-style-type: none"> ● Talk about your own identity – name, sex/gender, roles, ethnic group, nationality, race, physical appearance etc. ● Ask the learners to all stand up – tell them that they must talk to the person who is nearest to them and find out some key facts about the person. Say that after a minute you will tell the learners to move on to the next person to find out

	<p>facts about that person. Repeat this 3-5 times.</p> <p><i>Note: The learners may have described themselves by their names, sex/gender, roles (mother, sister), nationality, race (Africans), by the work they do (student, farmer, appearance, etc.)</i></p> <ul style="list-style-type: none"> • Ask a selection of learners to present what they have found out about someone else. • As each point is presented – ask the class if this is something which can be changed or not, for example we cannot change our race but we could change our religion. As each point is called out, stick up the flash card which is related to the point. If there is no flash card, draw a picture depicting the point on the chalkboard. • All points which we can change should be on one side of the board and all points which we cannot change should be on the other side of the board. • State to the learners what things we can change about ourselves and who we are and what we can't change. • Ask learners "Are there things about ourselves that we would like to change, if yes why?"
Step 3	<p>10 Minutes - Brainstorm</p> <ul style="list-style-type: none"> • Ask the learners to brainstorm the following: <ul style="list-style-type: none"> ➤ <i>Why do we want to change things about ourselves? (See Background Information section).</i>
Step 4	<p>5 Minutes – Conclusion and Evaluation</p> <ul style="list-style-type: none"> • Ask the learners what they have discussed today, ask them to provide examples about their appearance - the following points should be included: <ul style="list-style-type: none"> ➤ How to describe ourselves by our physical appearance and who we are as a person, for example nationality, sex, status in family etc. ➤ Some features can be changed for example hair color/length, religion whereas others can not be changed for example race, status in family. Refer learners to the activity in the workbook. ➤ We need to know and accept who we are as a person.

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| | <ul style="list-style-type: none">• Follow Up: Ask learners at home to describe a member of their family without referring to their sex, ethnicity, religion or name.• If there was not enough time to complete the workbook activity, ask learners to complete it as homework. |
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MODULE B

Lesson 33: My Character

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify qualities that make up each individual person.
- Define character.
- Describe the ways people treat each other.

Preparation and Materials:

- One illustration of a group of people doing different actions and different facial expressions – all of which link to the key words for example person hard at work, person looking happy, person running after another person with the money which has just been dropped.
- Key words on flash cards with small picture showing the characteristic for example smiling face with the word happy.
- Key words displayed on the chalkboard or classroom wall.

Key Words:

- Character, Happy, Helpful, Shy, Honest, Talkative, Polite, Hardworking, Friendly, Serious, Careful, Risk Taker, Respectful, Moody, Angry, Loving.

Background Information:

- Each one of us is unique with our own feelings, thoughts and behaviors that make us relate to others in ways that are sometimes good and sometimes bad. Our feelings, thoughts and behaviors are important aspects of who we are – our character.
- In this lesson, we will look at our character, which is an important part of our identity. It is important that we know who we are not only from how we look, where we work, what status we have in the family but also how we behave and feel towards ourselves and to other people around us. Sometimes people who are close to us know more about our strengths and weaknesses than we do. They see special qualities in us that we don't recognize as having and we can be surprised sometimes when someone tells us about this. Likewise sometimes if we behave badly or have negative emotions, we may not be aware as an individual of how much this may hurt or affect other people around

us. Having a strong sense of our positive character traits helps us to feel good about ourselves and also to work towards improving ourselves.

- As an individual, we are sometimes too shy or embarrassed to talk about our strengths or our good points as we are worried that people may feel we are showing off. However in this lesson we will ask learners to consider the strengths in their character.
- We may not behave or act in the same way with all people for example when we are at home with our families, we may act differently to when we are with friends, at class, at work etc. Sometimes at home we can display more of the weaknesses or negative parts of our character for example get angry quickly, shout at family members, be inconsiderate, be selfish, not talk to our families. This can be because we know that our families are accepting of us, forgive us easily and love us for who we are. We must remember that even though our families always love us and accept us, we can hurt their feelings and make them very sad and upset; something we may forget and do not mean to do. We are aware that if we acted in the same way with friends, in class or at work, these people may not be so accepting and may even reject us and not want us around them anymore. It is important for us to think of how we act in different situations and how we may affect other people so that we can try to change those parts of our characters which hurt other people.

Learning Points or Key Messages:

- **The ways we relate to others and the ways we think form part of our identity.**
- **Knowing our individual strengths and weaknesses means that we can work on the less good points and promote the good points.**
- **Knowing about who we are and how we behave will help us contribute positively to our families and communities.**

Activities:

Step 1	5 Minutes – Introduction and Review <ul style="list-style-type: none">• Review previous lesson - ask learners to quickly describe themselves to the person sat beside them. Ask one person to present to the whole class.• Present the lesson title and say to the class that in the last lesson we learned to describe ourselves by the way we look naturally. This lesson will help us describe ourselves by the way we act towards other people and how we use our minds.
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Step 2	<p>15 Minutes – Main Activity – Our Character</p> <ul style="list-style-type: none"> • Write the word, “character” on the board and say to the class that we will look at our character. • Brainstorm with learners as to what they understand by the word character. (2-3 minutes) • Show learners the illustration and ask them what they can say about people’s characters in the picture. (2-3 minutes) • Ask learners in pairs to discuss their individual characters for example, are they shy, talkative, helpful, hardworking, careful, cautious etc. Tell learners that we may be embarrassed to describe ourselves but that it will help us understand who we are. (5 minutes) • In their pairs, the learners should ask their partner if there are any other words which could be used to describe their individual character. (2-3 minutes) • Ask 3-4 pairs to report back to the whole class. Ask each pair to describe their partner. (5 minutes)
Step 3	<p>20 Minutes – Main Activity 2 – Our Behavior</p> <ul style="list-style-type: none"> • Divide the class into groups of 5-6 people. • Ask the groups to discuss the following: <ul style="list-style-type: none"> • How do you act towards your family everyday? Is it the same as how you act with friends, family, classmates, work mates? If not why not? (10 minutes) • Discuss the findings of the group discussions with the whole class. (10 minutes). Explain to learners that we should be aware of the negative parts of our character so that we can try and change these.
Step 4	<p>5 Minutes – Conclusion and Evaluation</p> <ul style="list-style-type: none"> • Ask learners to call out words which describe a person’s character. • Ask 1 learner to describe why we may act differently with our families than we do with our friends, class mates, work mates etc.

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| | <ul style="list-style-type: none">• Conclude the lesson stating the following points:<ul style="list-style-type: none">➤ <i>The ways we relate to others and the ways we think form part of our identity.</i>➤ <i>Knowing our individual strengths and weaknesses means that we can work on the less good points and promote the good points.</i>➤ <i>Knowing about who we are and how we behave will help us contribute positively to our families and communities.</i>• Follow Up: Ask learners to go home and think about 3 words which would describe their character. Ask them to think of how their character has helped them or not for example, they are shy and refuse to speak to anyone so people think they are standoffish and not wanting to make friends. |
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MODULE B

Lesson 34: What Are Values?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Define the word “values”.
- Identify personal (not necessarily family) values.

Preparation and Materials:

- Illustration from previous lesson.
- Key words written on flash cards.
- Words written on chalkboard or classroom wall.
- Activity workbook

Key Words:

- Values, Beliefs, Ideas, Object, Character.

Background Information:

- Everyone has values and these values are determined by where we live, who we live with, our surrounding community and everything else related to our lives. One person’s values may not be the same as someone else’s but this does not mean that one person is right or wrong. Everyone’s values should be respected whether a person agrees with them or not. Values are what shape our behavior and attitudes; they may be related to ethnicity, culture, religion, gender, family. Sometimes these personal values may not be the same as our parents’ values or other cultural, religious and ethnic values. This is when we need to address these differences for the benefit of everyone. Communicating about different personal, cultural and family values is very important so that conflict can be avoided. Knowing this will help everyone to become responsible citizens who will use their values to guide their attitudes and behavior.

Definition of Values:

- Values are your personal measure of worth shaped by the beliefs, ideas and principles that are important to you. They shape your priorities and guide you in deciding what is right and wrong.
- Values reflect our attitudes and what we believe about everything.
- People's values differ and we should all learn to tolerate each others' values.

Examples:

- A person who values family will care about his/her partner, children and home life. Love for my family is a value I am willing to work hard for and maybe even sacrifice to achieve it. That value reflects the fact that I believe love for family is more important than anything else in my life. This should be reflected in my decisions and actions. If not, it is not what the person values most.
- A person who values being healthy will exercise, eat the right foods, live positively and avoid alcohol and tobacco.

Classification of Values: Values can be grouped as follows:

- **Instrumental values** are those dealing with the means of achieving economic gain, like money and status.
- **Moral values** are those dealing with the notions of right and wrong.
- **Intrinsic values** are those which are desired for their own sake, like happiness, truth and peace.
- **Aesthetic values** are those that refer to our standards of judgment of what is beautiful and ugly.

Importance of Values:

- Clarifying values is an integral part of personal growth.
- Knowing what is most important to us provides a blueprint and direction in our lives.
- Knowing what we value the most is extremely relevant to creating goals, setting priorities and managing our time.
- Everyone has clear ideas about where they will commit blocks of energy and time. This is what we value the most. Less important areas can be set aside or dropped from our schedules as we do not value these as highly.
- When we have to make choices between activities, we will have our personal values to guide us.

Exploring Personal Values:

- Our life is guided by the values we act upon. Many of us have never taken the time to truly explore and identify our values. Behind our choices and actions are the values that take us into living fully, while other values diminish the quality of our life. We have an opportunity to base our lives on the values that are important with how we want to live our life. Having fun or taking risks may run counter to being healthy. In order to be healthier, it is important to live out of the values that are consistent with our purpose.

Value Clarification:

- Values change over time in response to changing life experiences. Recognizing these changes and understanding how they affect one's actions and behaviors is very

important.

Learning Points or Key Messages:

- Values are principles, beliefs or ideas that are important to us.
- Values are learned over a period of time from parents, teachers, media and society.
- There are different kinds of values such as strong individual preferences, religious principles, moral principles, ethnic values, community values, school values, traditional values, modern values and others.
- All people and groups of people have values; we must learn to understand and accept others even if their values are different from ours.

Activities:

Step 1	5 Minutes – Introduction and Review <ul style="list-style-type: none">• Review the previous lesson on “My Character”. Ask 2-3 learners to call out 3 characteristics they have and how these have helped them in life. Main points should be:<ul style="list-style-type: none">➤ Everyone’s character is different. We need to recognize our characteristics and know which ones may need changing.• Inform the learners that in this lesson we will look at values and what they mean to each person. Say to the class that values are another important part of our identity which may help to shape our characters.
Step 2	15 Minutes – Main Activity 1 – My Values <ul style="list-style-type: none">• Write the heading, “My Values” on the board.• Show the learners the illustration from the previous lesson. Ask learners:<ul style="list-style-type: none">• What values are being displayed in the picture? For example value time with the family, value honesty etc.• Ask the learners to turn to the person sitting next to him/her and share what he/she understands by the word, “value”. Make sentences to get the learners thinking of the different meanings. <i>For example, “I value this watch.” “What is the value of this shirt?” “My family is more important to me than my friends.” “I value honesty.” “Education is important to my family.” or “I am against corruption.”</i>

	<ul style="list-style-type: none"> Ask 2-3 people to state one of the things that they value. They can state it in a sentence or by a single phrase. Present a simple definition of value that will be used in this lesson – values are ideas, beliefs, things that are important to us. Emphasize that whenever we say <i>values</i> in our life skills classes we will be referring to those things that are important to us that we will stand up for or against.
Step 3	<p>20 Minutes – Main Activity 2 – Sonie’s Story and Values</p> <ul style="list-style-type: none"> In order to get learners thinking about values, read the below excerpts from the story on Sonie out loud to the class: Divide the class into three groups to discuss and identify the values in each story (approx 7 minutes only): <ul style="list-style-type: none"> Sonie was 16 years old. Her parents told her that the chief asked for her hand in marriage. Sonie said she did not want to marry the chief. Her papa said, “You must marry the chief at all cost for it is our tradition.” Sonie fled to Monrovia to her aunt Deddeh. She told her what had happened in Voinjama. Deddeh said, “It is better that you go to school.” Deddeh gave Sonie L\$2,500.00 to buy some goods from the market. The total amount summed up to L\$2,475.00, Sonie gave the shopkeeper L\$2,500.00. Sonie requested her change, but the store owner refused to give her the change. Ask each group to present what the values are in each of the short stories above. For each short story, summarize the main value, for example in the first story, one sees that Sonie’s parents value status instead of education. If Sonie marries the chief, her parents will be highly respected by their kinsman which shows the value of fame/popularity. In the second story, we see that Deddeh values education. In the third story, the shopkeeper is valuing that he has more power and knowledge than Sonie. (10 minutes)
Step 4	<p>7 Minutes - Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> Ask learners to all stand up. Each learner should say the one thing they value the most – if it is the same as someone else, that is no problem. Ask one learner to define what values are. Let other learners help with the definition if necessary.

- Summarize the lesson by saying:
 - *Values are principles, beliefs or ideas that are important to us.*
 - *Values are learned over a period of time from parents, teachers, media and society.*
 - *There are different kinds of values such as strong individual preferences, religious principles, moral principles, ethnic values, community values, school values, traditional values, modern values and others.*
 - *All people and groups of people have values; we must learn to understand and accept others even if their values are different from ours.*
- **Follow Up:** Ask learners to think of the 3 personal values which are most important to them. They should speak to a friend or family member and ask them what their 3 most important values are.

MODULE B

Lesson 35: My Family Values

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify values learned from one's family.
- Identify 2 family values that are important to learners.

Preparation and Materials:

- Key words on flash cards.
- Key words displayed on chalkboard or classroom wall.

Key Words:

- Values, Beliefs, Ideas, Objects, Important, Family Values.

Background Information:

- Our values give rise to our behaviors and direction in life. We make decisions and choose how to behave, choose friends, work and entertainment, based on our values. A person's values are important and meaningful.
- The family is one of the most important sources of messages about values. These messages have affected our lives in ways that are either good or bad. As young people preparing for family life, it is important for learners to reflect on the sorts of family messages they would pass down to their children that will affect them positively.
- Sometimes a person's personal values may not be the same as values held by their family. For example their family may feel that settling down early in life and having children is important whereas the individual may value an education more than getting married and having a family immediately. It is important in these situations to respect all the values held by an individual or a family and to discuss and communicate any differences in opinions regarding importance of a particular value. Discussing will help to prevent any potential conflict.

Examples of family values include:

- Importance of education.
- Importance of marrying well.
- Importance of family coming above all else.
- Importance of being respectful to elders.

Learning Points or Key Messages:

- **Most of our values are shaped by our family's values.**
- **Our family's values may sometimes not be the same as our values.**
- **Everyone's values should be respected.**

Activities:

Step 1	5 Minutes – Introduction and Review <ul style="list-style-type: none">• Review previous lesson on “What are values?” Ask learners to speak to the person sat beside them and to state the 3 values which are most important to them and also the 3 values which are most important to the family member or friend who they spoke to as follow-up to the previous lesson.• Remind learners that values are those qualities, principles, beliefs and ideas they feel strongly about and are important to them.• Ask the class: “<i>Where do we get our values from?</i>”• Inform the class that the family is the most important and powerful source of messages about values. This lesson is designed for the learners to be able to look at messages they learned from their family and how important those messages are to each one.
Step 2	10 Minutes – Main Activity 1 (Personal Values) <ul style="list-style-type: none">• Ask learners to share with the person sitting right next to him/her the following:<ul style="list-style-type: none">➤ <i>Who they spend most of their time with?</i>➤ <i>What they spend most of their time doing?</i>➤ <i>What does this tell you about what you value?</i>• Ask them to share with the larger group what they have learned about their values (<i>for example: I value spending time with my friends, or I value spending time with my family, or I value playing football, or I value sewing clothes, or I</i>

	<p><i>value making money, etc.)</i></p> <ul style="list-style-type: none"> • Say to the class that <i>“our values can shape what we make time for. Values give us direction and may make us firm in doing things. If we know what our values are, we can decide if these are the values we want. If so, we can act on them. If not, we can change them”.</i>
Step 3	<p>20 Minutes – Main Activity 2 -Family Values</p> <ul style="list-style-type: none"> • Divide the class into six small groups to discuss the following (10 minutes): <ul style="list-style-type: none"> ➤ <i>What do their families value most?</i> ➤ <i>Are all of these values of equal importance to the family?</i> • Ask 1-2 groups to present their findings (remember that different groups may have different findings). • Ask the groups to consider the following question (10 minutes): <ul style="list-style-type: none"> ➤ <i>Do you as an individual have the same values as your parents/families?</i> ➤ <i>Which values are the same, which ones are different?</i> ➤ <i>Which values are important to you that you would like your children to follow?</i> • Ask the groups to briefly outline their discussion points. Summarize the main points of discussion.
Step 4	<p>10 Minutes: Evaluation and Conclusion</p> <ul style="list-style-type: none"> • Go around each group asking them to identify one family value. Give each group one point every time they state a family value. Keep going until the groups have no more values to add. Add up the scores and announce the winning group. • Summarize the lesson by stating that: <ul style="list-style-type: none"> • Most of our values are shaped by our family’s values. • Our family’s values may sometimes not be the same as our values. • Everyone’s values should be respected. • Explain to learners that in a future lesson we will look at what we can do if our values are in conflict with other values that are present.

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| | <ul style="list-style-type: none">• Follow Up: Ask learners to interview a parent or other adult family member about what values they have from their parents and how it has affected their lives. |
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MODULE B

Lesson 36: Cultural Values

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify values learned from one's culture.
- Identify 2 cultural values that are important to learners.

Preparation and Materials:

- Flash cards with key words.
- Key words displayed on chalkboard or classroom wall.
- Activity workbook

Key Words:

- Values, Beliefs, Ideas, Objects, Important, Cultural Values

Background Information:

- Our values give rise to our behaviors and direction in life. We make decisions and choose how to behave, choose friends, work and entertainment, based on our values. A person's values are important and meaningful.
- The family is one of the most important sources of messages about values. These messages have affected our lives in ways that are either good or bad. As young people preparing for family life, it is important for learners to reflect on the sorts of family messages they would pass down to their children that will affect them positively.
- Within our communities there may be other values which we follow which are to do with our culture. Sometimes we do not agree with these values even though they are part of our culture. We should recognize that culture is not standing still and that even cultural values may change over time just like our own personal values do.

Examples of Cultural Values Include:

- Importance of having lots of children.
- Importance of marrying someone chosen by our parents.
- Men making all the decisions.
- Keeping all the old cultural practices in place for example status, sexual practices, initiation rites.

Learning Points or Key Messages:

- Values are ideas or beliefs that are important to us.
- The culture in which we live in may have a strong impact on our own personal or family values.
- We should discuss with each other when cultural and family values are in conflict with one another so that there is a positive result for everyone.

Activities:

Step 1	5 Minutes – Introduction and Review <ul style="list-style-type: none">• Review previous lesson on “My Family Values”. Ask learners to speak to the person sat beside them and discuss one family value which they have taken on as a personal value.• Remind learners that values are those qualities, principles, beliefs and ideas they feel strongly about and are important to them.• Inform the class that today’s lesson will focus on cultural values and how these may be the same or different from our family or personal values.
Step 2	30 Minutes – Main Activity 1 – Cultural Values <ul style="list-style-type: none">• Ask learners to call out some values which are important in their culture.• Ask learners to think if these cultural values are the same as their family or personal values which were discussed in the previous lesson? Discuss. (5 minutes)• Ask learners to sit in groups of 6-7 people.• Tell them they are going to design a 2-3 minute drama showing a family who has a family value which is different to the cultural values. Hand out a piece of paper with a value written on it.• In their drama, learners should:<ul style="list-style-type: none">➤ Clearly show which family value and cultural value they are demonstrating.➤ Clearly show why the family does not agree with the cultural value.

	<ul style="list-style-type: none"> ➤ Show how the issue of cultural values and family values can both be respected. (10 minutes) • Ask each group to present their drama to the rest of the class. (10 minutes. • Discuss the dramas with the class (5 minutes).
Step 3	<p>10 Minutes: Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Ask each drama group to state one cultural value. Go round each group until there are no more values to be added. • Ask learners to look in their activity workbooks at the activity ‘What are Values?’, complete this activity together. • Summarize the lesson by saying: <ul style="list-style-type: none"> ➤ Cultural and family values may be the same or they may be different from each other. ➤ We should respect all values. ➤ We should discuss with each other when cultural and family values are in conflict with one another so that there is a positive result for everyone. • Follow Up: Ask learners to go home and discuss with their families the cultural and family values which they share. They should think about which ones are the same and which are different, how the differences can be discussed and how the best solution for the family can be found.

MODULE B

Lesson 37: My Values and Behaviors (Part 1)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Examine the relationship between values and behaviors.
- Identify 2 behaviors that are associated with one's personal values.

Preparation and Materials:

- Flash cards with the key words
- Key words displayed on the chalkboard or classroom wall

Key Words:

- Values, Behavior, Act, Respect, Accept, Family, Cultural

Background Information:

- All of us experience growth – growing is a change we have no control over. During childhood there were beliefs, ideas and/or values we considered important. These things were taken from our parents, teachers, friends and other people. Throughout our life, the importance of the values we had when we were children may change and further develop due to various factors including the influence from our friends, family, community, religious leaders, cultural leaders and most importantly ourselves.
- Our values give rise to our behaviors and as our values or the importance we place on them may change as we grow older, so may our behavior.
- It is important for us to recognize as an individual how our values and beliefs may shape our behavior and to be aware of the impact of our values and behavior on others.
- The things we consider important give rise to our behavior and direction in life. We make decisions and choose to behave, choose friends, work and entertainment, largely based on our values.

Examples of Values and Associated Behavior:

- We may place a high value on our family. This means that we will treat our family with love and respect, that we will find time to spend with them, that we will do whatever we can to help them in difficult situations.
- We may value our jobs. We could therefore make sure that we are always dressed

appropriately for the workplace, make sure that we arrive on time for work and perform our tasks to the best of our ability.

- We may value our health. We would eat healthily, make sure that we exercise regularly, not smoke, drink alcohol or take drugs and would visit the doctor or health clinic when we felt ill.
- We may value our friendships. We would make time to spend with our friends, help them out in difficult situations and treat them with respect.
- We may value education. We would make sure that we and our families could access an education. We would work hard to pay for any school costs. We would make sure that our sisters and brothers or children could attend school fulltime rather than having to help out in the fields or at home.

Learning Points or Key Messages:

- **Behaviors are the ways we conduct ourselves, act or respond.**
- **People do what their values tell them to do, and don't do what their values tell them not to do.**

Activities:

Step 1	5 Minutes – Introduction and Review <ul style="list-style-type: none">• Review the lesson on cultural values, ask 2-3 learners to speak about their family and how their values are the same or different to the cultural values.• Inform the learners that this lesson focuses on personal values and behaviors.• Write the heading, “My Values and Behaviors” on the board.• Remind the learners that values are things we consider important that we stand up for or are against.• Say the word, <i>“Behavior”</i> and ask learners to give their understanding of the word.
Step 2	15 Minutes - Behavior and Values (This activity can be done outdoors to allow all learners to participate.) <ul style="list-style-type: none">• Place several sheets of paper on the ground. The number of sheets must be one less than the total number of learners participating in the activity.

	<ul style="list-style-type: none"> Say to the learners that the sheets represent their old homes. Their homes have been marked by the City Council to be broken down due to their location along the street. You have been given a new home which has everything that is needed for you to live. You have just returned home to find out that the town construction crew is one minute away from your home. You only have time to find and take one thing. What is one thing that you will take along with you? Whenever you hear the signal you must name that important thing. [The Facilitator must be attentive and write down learners' values]. Lead the game by asking learners to walk around the room until a given signal, when they must stand on a sheet of paper. At the sound of the signal, if any learner is left out, he or she must state an item that is very important to him or her that he/she will take along with him. If the learner chooses a physical object, ask what value(s) this represents to him/her <i>for example, someone might say I will get the photographs of my family, or the present my wife/girlfriend gave me for my birthday, or my guitar.</i> Encourage the learners to think of values they cannot see, <i>for example, honesty, love, peace, being on time, among others.</i> The game continues with a home being broken down each time until a small number of homes (papers) is left, depending on the size of the group.
Step 2 - ALTERN ATIVE	<p>30 Minutes – Main Activity 1</p> <ul style="list-style-type: none"> Ask the learners to call out their personal values - take about 6-7 depending on size of class. Write each of these values on a small piece of paper. Fold each of the pieces of paper up. Ask learners to get into groups (number of groups the same as number of values) with 4-5 people per group. (5 minutes) Ask each group to pick out one piece of paper, this is their value. Support any groups who can not read their piece of paper. Ask each group to brainstorm on the behavior(s) a person with such a value might exhibit. (10 minutes) Ask each group to share their ideas with the class in the form of a drama. . (15 minutes) Ask the groups to debrief and talk about how they see a person's beliefs reflected in their actions.

Step 3	<p>10 Minutes – Evaluation and Conclusion</p> <ul style="list-style-type: none"> • Mention one value and ask learners to ACT out what positive behaviors may be associated with the value and for the other groups to guess what the behavior is. • Conclude the lesson by mentioning the following: <ul style="list-style-type: none"> ➤ All values are connected to the way we behave. We behave in a certain way due to our values. Behaviors can be bad as well as good. ➤ Our values are important to us. • Follow Up: Name your personal values and list at least 2 behaviors associated with those values.
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MODULE B

Lesson 38: My Values and Behaviors (Part 2)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Examine the relationship between values and behaviors.
- Identify 3 behaviors that are associated with learners' personal values.

Preparation and Materials:

- Key words on flash cards.
- Key words displayed on chalkboard or classroom wall.

Key Words:

- Value, Behavior, Personal, Family, Cultural.

Background Information:

- All of us experience growth – growing is a change we have no control over. During childhood there were beliefs, ideas and/or values we considered important. These things were taken from our parents, teachers, friends and other people. Throughout our life, the importance of the values we had when we were children may change and further develop due to various factors including the influence from our friends, family, community, religious leaders, cultural leaders and most importantly ourselves.
- Our values give rise to our behaviors and as our values or the importance we place on some values may change as we grow older, so may our behavior.
- It is important for us to recognize as an individual how our values and beliefs may shape our behavior and to be aware of the impact of our values and behavior on others.
- The things we consider important give rise to our behavior and direction in life. We make decisions and choose to behave, choose friends, work and entertainment, largely based on our values.

When our Behavior Can be Bad or Harmful:

- Sometimes we can be influenced by our friends, family, community or others to do things which we know go against our values and could have a bad effect on us or on others. We need to recognize these behaviors and correct them where possible so that we can have a positive impact on our lives and those around us.

Examples of Bad or Harmful Behavior:

- A young man knows that taking drugs is bad for his health and can have an economic and social impact on his life and that of his family. But the young man wants to keep his friends and knows that they will not want to hang out with him anymore if he does not take drugs. This is an example of where the value that the young man places on his friends is stronger than that of the value of family or health.
- A woman may know that having unsafe sex can result in her becoming sick with a STD, HIV or that she could become pregnant but she is afraid that if she does not have unprotected sex with her partner, that he will leave her and her children. This would mean that the woman would lose the main source of income for the family and that her children would not be able to continue school anymore. This shows where the value placed on the economic status and education of the family is higher than the one the woman places on her own health or well-being.
- A girl's parents may make her undergo FGM even though they and the girl know that this can badly affect her sexual relationships and ability to have children safely in the future. The girl's parents place a greater value on the culture than on their daughter's health or well-being.
- These examples show where our personal, family or cultural values can result in our behavior having a bad or harmful effect either upon ourselves or our families. Although all values should be respected, there may be instances where serious discussions need to be held to discuss the impact of these values and associated behaviors on an individual and/or the people around them. Discussions and actions should be taken so that there is no negative effect from any of the values or behaviors.

Learning Points or Key Messages: (Same as Part 1 of the Lesson)

- **Behaviors are the ways we conduct ourselves, act or respond.**
- **People do what their values tell them to do, and don't do what their values tell them not to do.**
- **People have to make decisions as to which values are most important to them. Sometimes this can result in behaviors which have a negative effect on some people.**
- **All people and groups have values; we must learn to accept others even if their values are different from ours.**
- **Respecting someone else's value system may encourage his/her respect for my values.**

Activities:

Step 1	5 Minutes – Introduction and Review <ul style="list-style-type: none">• Inform the learners that the lesson is a continuation of the discussions on values and behaviors but that this lesson will look at situations where people's behavior can have a harmful effect on the person or their families/friends.• Write the heading, "My Values and Behaviors" on the board.• Do a recap by asking the learners to define what the word value means and to provide some examples of values and associated behaviors.
Step 2	30 Minutes – Main Activity 1 - Bad Behavior <ul style="list-style-type: none">• Say these questions aloud and ask the learners to discuss this in small groups of 6-7 people:<ul style="list-style-type: none">• "Can you think of any time when a person's, family's or cultural values and associated behavior has had a bad or harmful effect on someone?" Discuss why this occurred. Provide an example from the Background Information section if necessary.• "Discuss how the harmful effect could be prevented from happening in the future".• Groups should present their findings to the whole group.
Step 3	10 Minutes – Evaluation, Conclusion and Follow-up <ul style="list-style-type: none">• Ask 3-4 individuals to bring up a situation where the behavior associated with a value has resulted in a bad or harmful effect on someone. Ask them why this has happened.• Summarize by saying that:<ul style="list-style-type: none">➤ All our values have different importance to us. We may prioritize a value at the expense of other values which results in a bad or harmful effect on ourselves or our families and friends.➤ We should be aware of the harmful impact of our behavior and consider ways if possible to reduce this effect. Say to the class that values are important and meaningful to each person. We learn values from our families, friends, teachers, media and the society.

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| | <ul style="list-style-type: none">• Follow Up: Discuss with a family member or friend of how a value has impacted negatively on the person or family. What was done to reduce the harmful affect? |
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MODULE B

Lesson 39: My Values and Behaviors (Part 3)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Examine what happens if a person's values and behaviors are not the same as that of their family or culture.

Preparation and Materials:

- Key words on flash cards
- Key words displayed on chalkboard or classroom wall

Key Words:

- Value, Behavior, Personal, Family, Cultural

Background Information:

- All of us experience growth – growing is a change we have no control over. During childhood there were beliefs, ideas and/or values we considered important. These things were taken from our parents, teachers, friends and other people. Throughout our life, the importance of the values we had when we were children may change and further develop due to various factors including the influence from our friends, family, community, religious leaders, cultural leaders and most importantly ourselves.
- Our values give rise to our behaviors and as our values or the importance we place on them may change as we grow older, so may our behavior.
- It is important for us to recognize as an individual how our values and beliefs may shape our behavior and to be aware of the impact of our values and behavior on others.
- The things we consider important give rise to our behavior and direction in life. We make decisions and choose to behave, choose friends, work and entertainment, largely based on our values.
- There may be cases where we feel particularly strongly about a value – we may strongly agree or disagree with a value. In these instances we may want to discuss the value with others who have the same or a different opinion. We would have to be very clear as to why we agree or disagree with a value and accept that other people may still not agree with you.

Examples of Agreeing or Disagreeing with a Value:

- The woman may not agree with her family's values that a woman should stay at home and look after the house and children. Instead she may value an education as she wants to become a teacher so that all children can have a brighter future. She explains this to her parents and states that even though she will be working, she will still have the time and commitment to have her own family.
- A father wants his son to have an education so that he will not end up working as a farmer but could get a well paid job in the city which is 5 hours away. The son wants to go to school and agricultural college but wants to return to work in his village so that he can be close to his parents and so that he can share his knowledge of new, better agricultural practices with other villagers. He explains this to his parents.

Learning Points:

- **Our values determine our behavior.**
- **People can have different values. It doesn't mean one is right or wrong.**
- **We need to learn to accept each other's values, with tolerance.**

Activities:

Step 1	10 Minutes – Introduction and Review <ul style="list-style-type: none">• Review the previous lesson and how values and associated behaviors can sometimes have a negative effect.• Inform the learners that the lesson is a continuation of the discussions on values and behaviors but that this lesson will look at:<ul style="list-style-type: none">• When we as an individual have stood up for or against a value.• Write the heading, "My Values and Behaviors" on the board.• Give an example of when you personally have stood up for or against a particular value.• Ask learners to sit in pairs and discuss a particular value that they have either stood up for or against. They should state the value and why they stood for or against it.• Ask one or two pairs to present to the whole class.
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Step 2	<p>30 Minutes – Main Activity 1 – Standing For or Against a Value</p> <ul style="list-style-type: none"> • Explain to learners that we will now look at when we have been FOR or AGAINST a value or belief and our actions. • Ask learners to get into groups of 6-7 people. Give each group a piece of paper with a value written on it and either the word FOR or AGAINST on the paper. <i>(Examples of values include education, health, honesty, status and respect in the community, family closeness, friendship).</i> • Ask each group to develop a 2-3 minute role play around the value and when a person has stood up for or against this value. • The role play should include the following: <ul style="list-style-type: none"> • Clear outline of the value and if you were for or against it. • Why you were for or against the value and the associated behaviors. • What did you do to make sure that other people would understand why you were for or against the value?
Step 3	<p>5 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Ask learners to call out values which they have stood up for and why. • Ask learners to call out values they have stood against and why. (Remember that there may be some similarities between values identified in the “FOR group” and “AGAINST groups”). • Summarize with the class that : <ul style="list-style-type: none"> ➤ Values are important and meaningful to each person. We learn values from our families, friends, teachers, the media and society. ➤ People’s values may differ from each other and we should respect this. ➤ Communicating with each other is the best way to ensure that we respect each other’s values. • Follow Up: Have learners go home and discuss with one of their family members one value that they share, and one value on which they differ.

MODULE B

Lesson 40: What Skills Do I Have?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objective:

- Identify 3 things that the learner can do well.

Preparation and Materials:

- Illustrations of the following:
 1. Workers constructing a house.
 2. Cultural dance teacher teaching boys and girls.
 3. Man settling dispute between 2 brothers.
 4. Girl negotiating with boy on having sex.
- Key words on flash cards.
- Key words displayed on chalkboard or classroom wall.

Key Words:

- Good, Bad, Skills, Technical, Personal, Values, Behavior.

Background Information:

- All of us possess certain talents and abilities that allow us to live our lives. Over our lifetime we have learned these skills from our parents, teachers, friends and mentors and used them in different situations. Having a good sense of our skills makes us feel good about ourselves and helps us to interact with others in a good way.
- Most times we focus on the things we cannot do rather than on what we have already achieved and what we can do in the future. When we do this, we feel bad about ourselves and begin to compare ourselves, which may cause us to relate in a bad way to others around us. Looking at your skills is an important first step towards believing in yourself. In this lesson, we will look at the different skills we possess which make us similar and different.
- There are different types of skills and these can be grouped as follows:
 - a) **Personal skills** including leadership, team work, negotiator, communicator, motivator.
 - b) **Technical skills** including cooking, sewing, carpentry, bricklaying, builder, farmer, sports.

Learning Points or Key Messages:

- Skills are things we can do that are learned from our parents and other family members, teachers, friends, and other people in our community.
- We all possess different kinds of skills that make us special and different from others.
- There are different kinds of skills; mental, physical, creative, or technical. Some skills are transferable, that is, can be learned for one purpose or in one context and can be used or adapted in another.
- Having a good sense of our skills adds value to our lives and helps us to know how important we are.

Activities:

Step 1	5 Minutes – Introduction <ul style="list-style-type: none">• Write the heading, “Skills” on the board.• Introduce the lesson by asking what learners understand by the word “skills”. <i>[Definition of skills: a skill is the ability, coming from one's knowledge, practice, aptitude, etc., to do something well: Carpentry was one of her many skills.]</i>• State that each person is good at different things. Some people can bake, sew, influence others easily while others are good at drawing, solving problems quickly, etc. Reflecting on our skills is one way we can know we are different from others, something we should be proud of.
Step 2	15 Minutes – Main Activity 1 – Skills <ul style="list-style-type: none">• Ask the learners, in a circle and one at a time, to step forward one step and tell one thing you like to do that requires physical movement. As you tell the group, demonstrate the movement. It can be a sport, dance step or physical work you enjoy and not reading or listening to music.• Say to the class that each time a person shows us his/her move, the rest of the group will imitate it for a few seconds. When it is the others turn, they should try not to repeat the same activity.• Lead the activity by demonstrating your “move”. Make sure it is a physical activity (not reading or listening to music).

	<ul style="list-style-type: none"> • The learners continue the activity one at a time. • Ask learners who they learn their skills from. • Wrap up the activity by asking learners what they have learned from this activity (<i>that everyone has skills which they are good at and can show to others to make them feel good</i>).
Step 3	<p>15 Minutes – Main Activity 2 – Personal and Technical Skills</p> <ul style="list-style-type: none"> • Continue the discussion by stating that we have learned to do some things over a period of time through practice. • Divide the class into 4 groups and present each group with one of the illustrations. Learners are to brainstorm what is happening in the photos and name the many skills that are being used. Photos/illustrations include: <ul style="list-style-type: none"> • Workers constructing a house. • Cultural dance teacher teaching a group of girls and boys. • A man settling a dispute between two brothers. • A girl negotiating with her boyfriend on having sex. (5 minutes) • Let the groups know that skills may be divided into different groups, for example technical and personal skills. • Divide the chalkboard into 2 – one headed Personal Skills and one headed Technical Skills. • Ask each group to present their findings to the whole class and say if they are technical or personal skills. Write up the skills on the chalkboard as they are called out by groups.
Step 4	<p>5 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Ask learners to sit in pairs and to list 2 personal and 2 technical skills that they have. • Summarize the lesson by saying that everyone has skills which they are good at and which are useful for us in the community or family. Skills are learned from our family, friends, teachers etc. • Follow Up: Go home and count all the individual skills that each of your family members have.

MODULE B

Lesson 41: What Do I Do With My Skills?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Identify 3 personal and/or technical skills that can be used in different situations.
- Describe one's best skills.

Preparation and Materials:

- Key words on flash cards
- Key words displayed on chalkboard or classroom wall

Key Words:

- Values, Skills, Behavior, Technical, Personal, Transfer, Problems

Background Information: (Same as for the previous lesson)

- Talk about transferring of skills and how one skill can be used in different situations.
- Talk about possible problems in the community.

Learning Points or Key Messages:

- **Skills are things we can do that are learned from our parents and others.**
- **Transferable skills are skills that are learned in one situation and can be used in another situation.**
- **I am a contributing member of my community. I have skills that I can use in different situations that will help my community grow and be a safer place to be.**

Activities:

Step 1	5 Minutes – Introduction and Review <ul style="list-style-type: none">• Write the heading, “What Do I Do With My Skills” on the board.• Review the previous lesson, ask 3-4 learners to tell the class about what skills members of their families have. Ask learners to call out what the meaning of the word “skill” is.• Introduce the lesson. Today’s lesson will help us to rethink our skills and see what we can do with those skills to make our communities stronger and a safer place to be.
Step 2	15 Minutes – Main Activity 1 – Use of My Skills <ul style="list-style-type: none">• Show the class the illustrations from the previous lesson. Ask the learners which of these skills can be transferred to a different situation and ask for examples.• Ask small groups to assemble and come up with one major problem that is found within their communities and the skills that are needed to deal with this problem.• Ask the learners to consider the following questions whilst they are discussing problems in the community:<ul style="list-style-type: none">➤ Are the community problems due to:<ul style="list-style-type: none">- Lack of skills?- Lack of will/want/motivation?- Lack of awareness?➤ What skills do they have in the group to solve one of the problems?• Ask someone from the group to present the following:<ul style="list-style-type: none">➤ Community problem.➤ The skills needed to solve it.➤ Why it is a problem?➤ What skills the group has to help solve it?• Conclude the activity by saying that we all have skills which can be used to improve the community.

Step 3	<p>10 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Ask learners to think of their own personal or technical skills and how these can be transferred to different situations. • Conclude the lesson with the following: <ul style="list-style-type: none"> ➤ <i>Skills are things we can do that are learned from our parents and others.</i> ➤ <i>Transferable skills are skills that are learned in one situation and can be used in another situation.</i> ➤ <i>I am a contributing member of my community. I have skills that I can use in different situations that will help my community grow and be a safer place to be.</i> • Follow Up: Discuss with classmates, family and friends how we could work together to solve problems in our communities.
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MODULE B

Lesson 42: Am I Important?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Define “**Self-esteem**”.
- Explain the importance of self-esteem.

Preparation and Materials:

- 2 Illustrations showing how people can make others feel good or bad about themselves.
- 1 illustration showing good things for example people smiling at someone else, patting them, saying some good words etc.
- 1 illustration showing bad things for example people shouting at someone, people calling them bad names or hitting them.
- Key words on flash cards.
- Key words displayed on chalkboard or classroom wall.
- Activity workbook

Key Words:

- Skills, Value, Behavior, Self-esteem, Communities, Feelings, Well-being.

Background Information:

- The special things (our values, beliefs, ideas and skills) that make us different from one another show that each one of us has something valuable to add to our family, friends and community. What we feel about ourselves is derived partly from what people say to us and from our attempts to compare ourselves with those we think of as role models. These statements give rise to good and bad feelings, which affect our well-being and relationship with other people.
- Communities have changed dramatically as a result of the civil crises. Each person is important and should be more ready to help others in the community. People with good or high self-esteem are confident about themselves and are ready to help others in the community because they know that they can add value to any community or family.
- Sometimes people may not feel good about themselves due to what they have suffered or what people have done or said to them. In this case, people are said to have low self-esteem which can be a very serious condition and lead to depression and even suicide if the person or their family/friends do not recognize it.

Learning Points or Key Messages:

- Self-esteem is feeling good about ourselves. It means that we feel capable and feel we have valuable things to offer other people.
- The more I feel good about myself, the better I am able to make good contributions to my community.

Activities:

Step 1	<p>5 Minutes – Introduction and Review</p> <ul style="list-style-type: none">• Review previous lesson “What do I do with my skills?” Ask 2-3 learners to share with the class how they and their friends or family have skills which could help the community.• Say to the class that today we will talk about “self-esteem”. Ask learners to give some definitions of the word self-esteem.• Emphasize that everyone is very important. <i>When we feel we are important we are able to make others feel important and we can all make good contributions to our families and communities.</i>• Point out to the class that by the end of the lesson, we will be able to clearly explain the meaning of self-esteem to others and how it is important.• Explain that from the previous lesson we learned about values and its meaning. In our discussions, some people said they value their family; notwithstanding it is also important for us to love and feel good about ourselves for our welfare.
Step 2	<p>15 Minutes – Main Activity 1 –Feeling Valued</p> <ul style="list-style-type: none">• Inside the classroom, if there is enough space, or outside, ask learners to stand up and form two circles, one inside the other. Ensure that 75% of the learners are part of the larger circle while 25% form part of the smaller circle.• Ask the learners in the smaller circle to close their eyes, extend their arms to grasp each others’ hands each other and lower their heads.• Ask the learners in the big circle to walk around those in the smaller circle.

	<ul style="list-style-type: none"> • Read the following instructions aloud as the learners in the big circle walk around those in the smaller circle: <ul style="list-style-type: none"> ○ <i>Give a pat on the arm of someone who is friendly and understanding.</i> ○ <i>Touch the head of someone who is recognized and respected in his or her community.</i> ○ <i>Give a pat on the back to someone who likes to work along with others.</i> • After a few minutes, change places.
Step 3	<p>5 Minutes – Main Activity 1 – Continued</p> <ul style="list-style-type: none"> • Tell the members of the big circle to switch to the smaller circle while the members of the small circle switch to the big circle. • Continue the activity until everyone has been touched in some way by someone else [Observe keenly how many learners have been touched.] • Ask the following questions: <ul style="list-style-type: none"> ➤ <i>How did you feel being touched by someone?</i> ➤ <i>How did you feel when someone patted you on the back? [Responses may include happy, proud, good, confident, loved].</i> • Say to the class that our friends identified the things we are strong at (our strengths). It is important for us to recognize that we have strengths and values that we should be proud of. Explain further that we have some things we cannot do well (weaknesses) that we can improve on.
Step 4	<p>15 Minutes – Main Activity 2 – Feeling Good</p> <ul style="list-style-type: none"> • Ask the class to remain standing and show them the illustrations. Ask them to describe them and how it makes them feel (<i>for example “good” illustration makes people feel happy, valued and proud, “bad” illustration makes them feel sad, upset, not wanting to speak to others, ashamed</i>). • Ask them to sit in pairs and share two ways that others make them feel good and bad about themselves. (3 minutes) • Call the learners attention to share their ideas in the larger group. • Ask for their responses and write key concepts on the board. (<i>Good things-praising, saying things like ‘I know you can make it’. Bad things: Ignoring</i>

	<p><i>others, calling them bad names, shouting at them, among others).</i></p> <ul style="list-style-type: none"> • Introduce the terms low self-esteem and high self-esteem.
Step 5	<p>5 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Ask learners what they understand by the terms low and high self-esteem. Ask learners to look in their activity workbooks at Lesson 39: Am I Important? Ask them to complete the exercise if there is enough time. • Summarize the main points of the lesson: <ul style="list-style-type: none"> ➤ <i>Self-esteem is feeling good about ourselves. It means that we feel capable and feel we have valuable things to offer other people.</i> ➤ <i>The more I feel good about myself, the better I am able to make good contributions to my community.</i> • Follow Up: Ask learners to list 2 qualities they possess that make them feel good about themselves. • Ask learners to complete the workbook activity if there was not enough time in class to complete this.

MODULE B

Lesson 43: Steps for Building High Self-Esteem

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Differentiate low self-esteem from high self-esteem.
- Identify the behaviors of people with low-self esteem and high self-esteem.
- Identify ways in which learners can build their self-esteem.

Preparation and Materials:

- Illustration of person with low self-esteem – they look unwashed, they are wearing dirty clothes, they have their head bowed, make no eye contact with anyone around them, they are drinking heavily.
- Illustration of person with high self-esteem – they are happy and chatting, they are helping out in a youth club and are engaged in a community project to keep the environment clean.
- Key words written on flash cards
- Key words displayed on chalkboard or classroom wall

Key Words:

- Low Self-Esteem, High Self-Esteem, Positive Values, Communities, Family

Background Information:

- Self-esteem is important because how people feel about themselves influences what they accomplish in life. People are not born with self-esteem. It is learned as children realize that they are loved and valued. Parents and families play a crucial role in building or damaging a young person's self-esteem and helping a child to grow up believing that he or she is loved and capable of doing new things.
- Self-esteem can change. Therefore it is important for each person to value him/herself knowing that he/she can achieve his/her goals. While others may say hurtful things, it is important to note that feeling good about ourselves should not depend entirely on what others say.

Signs of High Self-esteem:

1. When I complete a task, large or small, I feel **proud** of my accomplishment.
2. I can act **independently** without constantly having to check things out with other people.
3. I feel **optimistic** about things I start and about life in general.
4. I have a good **sense of humor** and I am able to laugh at myself.
5. I feel **comfortable** in social situations.
6. I accept **compliments** gracefully.
7. I **praise** others for what they've accomplished.
8. I assume **responsibility** for my own thoughts, feelings and behavior.
9. I am able to accept **responsibility** in situations where I am asked to assume a leadership role.
10. I approach and accept new challenges with **enthusiasm**.
11. I know I am a worthwhile person.
12. I know I am in **control** of my life.
13. I am capable of expressing my thoughts, feelings, beliefs and desires to others.
14. I am able to tolerate the **frustration** I feel when something gets in my way, slows me down or distracts me from the direction I am going in.
15. I can count on myself to find a solution to the problems that confront me.

Signs of Low Self-esteem:

1. I walk with my head down.
2. I don't make and/or sustain direct eye contact with others.
3. I do not accept compliments well.
4. I apologize and feel guilty much of the time.
5. I often get frustrated, impatient, or angry.
6. I use negative, hopeless language.
7. I am depressed.
8. I take things personally.
9. I do not engage with others.
10. I do not take risks.

Ways to increase your self-esteem:

- **Do not compare yourself with others.** Set your own goals, and don't judge yourself according to someone else's achievements. Our lives are full of ups and downs. Sometimes we will be ahead, sometimes we will be behind.
- **Recognize your special talents and appreciate yourself the way you are.** Name all the things you do well. What are some of your talents? Can you sing, draw, or play football? What things do you do well at home or in school?
- **Think about the kind of person you are and make a list of your best qualities.** What do you like about yourself? Are you kind, creative with ideas, able to lead others, make

other people laugh, caring, able to work under pressure?

- **Be aware of the things you would like to improve about yourself, but not overly self-critical.** Avoid negative words like “I did not do this. I am a failure.”
- **Be realistic about what you want to do. Set goals you can be satisfied with when you achieve them,** for example, “I want to be a good student”. A realistic goal is “I want to score 75% in my literacy lessons”.
- **Believe in yourself.** Tell yourself: “I can do it!”
- **Spend time with people who care for you, make you feel good about yourself and boost your self-esteem.**
- **Stay away from people who damage your self-esteem, especially if they do it on purpose.** Self-esteem does not mean that you will never feel bad, but it will help you get over what people say or do to you. Self-esteem protects you, so that you do not take others’ comments personally.

Learning Points or Key Messages:

- **Self-esteem influences our relationship with others.**
- **Self esteem can become low or high.**
- **The more I feel good about myself the more I am able to make meaningful contributions to my family and community.**

Activities:

Step 1	5 Minutes – Introduction and Review <ul style="list-style-type: none">• Review the previous lesson on self-esteem, ask learners to recall what they learned in the previous lesson.• Remind the class that we introduced new words in our previous lesson, “high self-esteem” and “low self-esteem.”• This lesson is designed for us to be able to identify behaviors of people with low and high self-esteem and learn ways to build our own self-esteem.
Step 2	15 Minutes – Characteristics of High and Low Self-Esteem <ul style="list-style-type: none">• Divide the class into four groups to discuss a theme.• Assign a theme to each group: “Things People with High Self-Esteem Do” and “Things People with Low Self-Esteem Do.” (See Background Information section).

	<ul style="list-style-type: none"> • After 10 minutes, stop work and bring the groups together for a large group discussion. • Ask learners to present their ideas and add on any points which may have been missed.
Step 3	<p>15 Minutes – Low/High Self-Esteem Continued</p> <ul style="list-style-type: none"> • Explain to the class that high self-esteem does not mean that we are perfect or better than other people and does not mean we cannot make mistakes. It means we can acknowledge and accept our mistakes and move on. • Let the learners know that we are now going to have a game about low and high self esteem. Divide the class in two. Let each team sit on either side of the classroom. Each group will get an opportunity to state either one sign of low self esteem or one sign of high self esteem. Each team gets 1 point for any correct answer. • Teams will get an extra point if they are able to show the emotion or act out the sign, for example feeling depressed. • Any group who also manages to say self esteem can be improved will get an extra point. • The team with the most points wins.
Step 4	<p>10 Minutes – Evaluation, Conclusion and Follow-up</p> <ul style="list-style-type: none"> • Ask the learners to each say to the person sitting next to them 2 ways on how they can improve their self-esteem. • Conclude the lesson stating: <ul style="list-style-type: none"> ➤ <i>Self-esteem influences our relationship with others.</i> ➤ <i>Self esteem can become low or high.</i> ➤ <i>The more I feel good about myself the more I am able to make meaningful contributions to my family and community.</i> • Follow Up: Learners to think of one negative thought they hold about themselves and how they could change this negative thought to a positive one. Ask learners to bring 6-7 DIFFERENT SIZED stones to the next lesson.

MODULE B

Lesson 44: End of Module Assessment

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Assess knowledge and understanding of the module

Preparation and Materials:

- Individual sheets for each learners
- Question and answer sheet (for facilitator)

Pre/Post-Module Assessment Forms

Instructions: This tool is designed to assess learners' knowledge and understanding on life skills content. The pre-test must be administered a day before learners begin each module, and the post test must be administered after they complete each module.

- Ask learners to write their names on the top of the paper.
- Ask them to write the numbers 1-10 going down the paper. Show on the board if necessary.
- Explain that each statement will be read out a total of 3 times to the learners and that they must sit quietly and not talk to anyone else.
- Explain that they should write the letter T if they think the statement is true and the letter F if they think the statement is false.
- Provide the following example if necessary:
 - Today, learners are doing the assessment for the life skills module. This is a true statement and the letter T should be written down.
- Let the learners know that there will be a total of 30 minutes for the assessment.
- Ask the learners if they are all ready.
- Begin reading out statement 1. Remind them that the answer to statement 1 should go next to the no.1 on their papers.
- Remind learners to sit quietly and listen as you carefully read each sentence aloud 2 to 3 times to the class.

In order to properly evaluate how much information learners have gained from the Life Skills Content Area, each learner's pre-test questionnaire must be matched with his or her post test questionnaire. This matching allows evaluators to track how learners change overtime.

Module B – Psychosocial Wellbeing

#	Statements	√ (T)	× (F)
1.	All human beings are identified by their natural appearance.	T	
2.	We can change our race if we want to.		F
3.	My character is an important aspect of my identity.	T	
4.	Everyone around the world has the same values.		F
5.	Our values determine our behavior.	T	
6.	Skills are learned and used in different situations.	T	
7.	We can use our skills to make our lives and our communities better.	T	
8.	Having low self-esteem is feeling good about ourselves.		F
9.	Self-esteem can be high or low.	T	
10.	Our self-esteem influences our relationships with others.	T	

Activities:

Step 1	10 minutes –Introduction <ul style="list-style-type: none">• Explain that this lesson will be looking at how well learners have done over the past topic. Explain the process of the assessment to the learners.
Step 2	30 minutes – Main Activity 1 – Assessment <ul style="list-style-type: none">• Conduct the assessment.
Step 3	5 minutes – Evaluation, Conclusion and Follow up <ul style="list-style-type: none">• Collect in the papers from the learners.• Thanks them for their time and let them know that they can have their scores in the next lesson..• Explain briefly that the next module will be about keeping our families and communities healthy.

Module C: Gender-Based Violence

MODULE C

After these lessons, learners will be prepared to:

- Protect themselves from gender-based violence.
- Strengthen their resilience if they are abused.
- Develop healthy relationships with peers and adults

Overview

Learning Objectives: The learner who successfully completes this module should be able to:

- Identify ways in which family, community and society can shape our beliefs and views.
- Define violence and GBV.
- Identify causes and consequences of GBV.
- Recognize where support for victims of GBV can be found.

Links with Other Modules: Psychosocial Well-Being, Health & Hygiene, Peace Education and Negotiation and Mediation.

Estimated Length of Module: This module covers 10 lessons and each lesson is 45 minutes in length.

List of Numbered Lesson Titles:

LESSON	MODULE C – GENDER-BASED VIOLENCE LESSON TITLES
45	Introduction To Module – Gender and GBV
46	My Role In The Home, Community And Society (Part 1)
47	My Role In The Home, Community And Society (Part 2)
48	My Role In The Home, Community And Society (Part 3)

49	Violence – What Is It? (Part 1)
50	Violence – What Is It? (Part 2)
51	Power, Force and Consent (Part 1)
52	Power, Force and Consent (Part 2)
53	Empowered To Speak Out. The Ability To Listen (Part 1)
54	Empowered To Speak Out. The Ability To Listen (Part 2)
55	GBV Module Assessment

Background Information:

- Gender-based Violence (GBV) is a worldwide problem with serious implications for the economic status, educational attainment, health and well-being of all members of the community. The physical, sexual and psychological abuse suffered by women, men, girls and boys at the hands of others (sometimes people in positions of trust) can have a long lasting negative impact on people's lives which are not always visible to others around them.

Impact of Violence on Young People:

- Gender-based violence has short and long-term consequences on both educational performance (if the victim is still of school age) and health outcomes. Gender violence results in the victims being unable to concentrate, losing interest in family, community and school (if applicable), moving to a different village or locality away from the source of abuse to name a few. Reproductive health problems are frequently associated with GBV and include risk-taking behaviors, unintended pregnancy, abortion and sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV). Equally harmful are the psychological outcomes of gender-based violence, which range from symptoms of anxiety and depression to suicide attempts.

Comprehensive Approach to Reducing Gender-Based Violence:

- Addressing gender-based violence requires a combined, integrated approach with specific attention to gender equality and human rights. Efforts must involve all members of the community (including schools, places of worship, local leaders, health facilities, social welfare organizations etc) as well as ministerial-level policies and practices. The approach must address all types of gender-based violence. Gender-based violence includes all forms of physical, sexual and psychological violence, injury or abuse,

corporal punishment, bullying, hazing, traditional harmful practices, minimum age of consent and marriage, commercial sexual exploitation of children and child labor. It includes any form of violence of abuse that is based on gender stereotypes or that targets a person on the basis of their sex.

MODULE C

Lesson 45: Introduction To How Can We Protect Ourselves?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Discuss the importance of gender and gender-based violence (GBV).

Preparation and Materials:

- Flash cards of key words.
- Key words displayed on chalkboard or classroom wall.

Key Words:

- Gender, Gender-Based Violence.

Background Information:

- Each one of us has hopes and dreams for the future, sometimes these hopes and dreams can be realized through careful planning. Our reasons for coming to the Alternative Basic Education class may be different and men and women may have different reasons but all will share the common idea that they want to make a better life for themselves and their families.
- Sometimes our hopes and dreams are not realized due to gender-based violence. Gender-based Violence (GBV) is a worldwide problem with serious implications for the economic status, educational attainment, health and well-being of all members of the community. The physical, sexual and psychological abuse suffered by women, men, girls and boys at the hands of others (sometimes people in positions of trust) can have a long lasting negative impact on people's lives which are not always visible to others around them.

Pre/Post-Module Assessment Forms

Instructions: This tool is designed to assess learners' knowledge and understanding on life skills content. The pre-test must be administered a day before learners begin each module or during the introductory lesson for each module, and the post test must be administered after they complete each module.

- Ask learners to write their names on the top of the paper.
- Ask them to write the numbers 1-10 going down the paper. Show on the board if necessary.
- Explain that each statement will be read out a total of 3 times to the learners and that they must sit quietly and not talk to anyone else.
- Explain that they should write the letter T if they think the statement is true and the letter F if they think the statement is false.
- Provide the following example if necessary:
 - Today, learners are doing the assessment for the life skills module. This is a true statement and the letter T should be written down.
- Let the learners know that there will be a total of 30 minutes for the assessment.
- Ask the learners if they are all ready.
- Begin reading out statement 1. Remind them that the answer to statement 1 should go next to the no.1 on their papers.
- Remind learners to sit quietly and listen as you carefully read each sentence aloud 2 to 3 times to the class.

In order to properly evaluate how much information learners have gained from the Life Skills Content Area, each learner's pre-test questionnaire must be matched with his or her post test questionnaire. This matching allows evaluators to track how learners change overtime.

Module C – Gender Based Violence

#	Statements	√ (T)	× (F)
1	Gender based violence can happen to anyone.	T	
2	Gender Based Violence is just about sexual abuse		F
3	GBV can have short term and long term, negative effects upon a victim's economic, social, sexual and psychological situation.	T	
4	Sex and gender are the same.		F

5	Yelling at someone repeatedly is a form of gender based violence		F
6	GBV occurs as a result of an abuse of power. The perpetrator uses force(economic, physical, emotional) over the victim even though the victim has not consented.	T	
7	If someone is raped, they should keep it a secret.		F
8	In every community, there will be people who can be trusted to listen and support a victim of GBV.	T	
9	Talking to someone about the problem is the last step to stopping the GBV from happening again and to reduce the impact of the GBV.		F
10	Young women under age 18 should not be forced to marry older men	T	

Suggested Ground Rules for the Lesson

1. **Confidentiality** – What is shared here should not be repeated anywhere else. This should make everyone more comfortable in being open and honest.
2. **Participation** – Actively engage in the activities and discussions.
3. **Nonjudgmental** – It is fine to disagree, but it is not acceptable to pass judgment or put others down for their feelings, opinions or experiences.
4. **Respect** – Listen to each other; don't judge. Treat others how you would want to be treated.
5. **Listen and do not interrupt** – Listen to others and give them your full attention and do not interrupt. Everyone will have a chance to participate.
6. **Everyone has a right to pass** – While this program encourages participation, it is always acceptable to pass on an activity or pass when a question is asked.
7. **No question is silly or foolish** – Any question is worth asking. Chances are someone else may have the same question.

Learning Points or Key Messages:

- We all have dreams and hopes for the future.
- We may have different reasons for coming to the class but the reasons will be about making a better life for ourselves and our families.

Activities:

Step 1	5 Minutes – Introduction <ul style="list-style-type: none">• Explain to learners that we are starting a new module today which will look at how our family, community and society see our roles, the impact of this on our lives and how we can reduce any negative result for example gender-based violence.• Explain to learners that we are going to do a short individual quiz on gender based violence to see what learners already know about the subject. Explain that this must be done individually and that learners can NOT speak to each other during the quiz.
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Step 2	25 Minutes – Main Activity 1 – Pre-test <ul style="list-style-type: none"> • Administer pre-test.
Step 3	15 Minutes – Main Activity 2 – Hopes and Dreams for the Future <ul style="list-style-type: none"> • Ask learners to sit in pairs and to discuss the following: <ul style="list-style-type: none"> ➤ <i>What makes you want to come to this class?</i> ➤ <i>What makes you not want to come here?</i> ➤ <i>What is one thing you have done which you are proud of?</i> ➤ <i>What is your hope or dream for the future?</i> • Ask some pairs to present what they have learned about their friend. • Discuss with the whole group the following: <ul style="list-style-type: none"> ➤ <i>What was it like to think of your dreams and hopes for the future?</i> ➤ <i>In what ways are the hopes and dreams of men and women the same? Different?</i> ➤ <i>What are some of the things which motivate you to come to class? What are some of the issues which may impact badly/poorly on you attending?</i> ➤ <i>What are some of the changes which could be made to help support both male and female learners in class?</i> • Write the main points up on either the chalkboard or preferably on flipchart paper which should remain available throughout the module. • Tell the learners that we should remember this discussion throughout the module and refer back to it as necessary.
Step 4	5 Minutes – Conclusion <ul style="list-style-type: none"> • Tell the learners what they can expect to learn this module (refer to module outline and learners expectations) • State that: <ul style="list-style-type: none"> ➤ <i>We all have dreams and hopes for the future and these may be different for men and women or between individual people.</i> ➤ <i>We may have different reasons for coming to the class but the reasons will be about making a better life for ourselves and our families.</i>

MODULE C

Lesson 46: My Role in The Family, Community and Society (Part 1)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

By the end of this lesson, learners will be able to:

- Describe the differences between **sex** and **gender**.
- Examine beliefs about being a male or female in that culture.
- Describe gender roles for males and females.

Preparation and Materials:

- Definition of sex and gender.
- Flash cards of key words.
- Key words displayed on the chalkboard or classroom wall.
- Activity workbook

Key Words:

- Gender, Role, Sex, Gender Equality, Community, Family, Society.

Background Information:

- Most people are unaware of the effect of gender norms on their lives or that because gender roles are created by society, they can be changed. Understanding that gender roles are socially constructed and can change is a key factor in social change and important in preventing gender-based violence (GBV). Our friends, peers, family, communities and society all have gender related expectations of us; some of which we may not want to embrace.

Definitions:

- **Gender** – Refers to a set of qualities and behaviors expected from males and females by society. Sex is something which we can't change whereas gender is something which is placed upon us by society. Gender can have an impact on all parts of our lives including our workload, our type of work, how we should behave and the expectations that others may have of us.
- **Gender equality** – Equal rights, freedoms, conditions and opportunities for males and females to realize their full potential and to contribute to and benefit from economic,

social, cultural and political development.

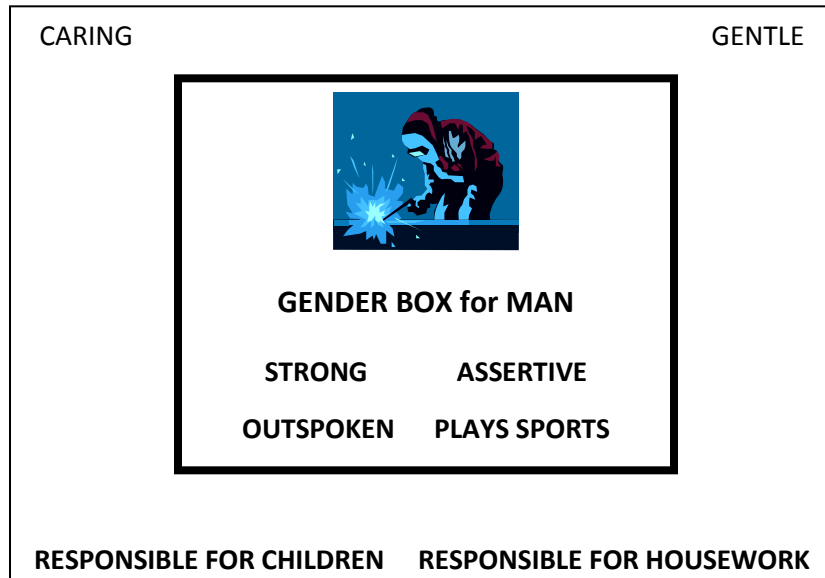
- **Gender norms** – Standard patterns of behavior for men and women that are considered normal in a society. Narrowly defined gender norms can often limit the rights, opportunities and capabilities of women and girls resulting in discrimination, exploitation or inequality. Boys and young men can also be restricted in some decision-making and choices because of how society expects them to behave.
- **Gender roles/assigned gender roles** – Socially determined roles that can be affected by factors such as education or economics. They may vary widely within and between cultures and often evolve over time.
- **Gender stereotypes** – Broad generalizations based on assumptions about how a person should act because of his or her sex and what society considers to be masculine and feminine roles, characteristics and attributes.

Sample Statements for Gender Versus Sex Activity (Vote with your feet. Stand on right side of class for gender, left side of class for sex)

- Women give birth to babies; men do not. **(sex)**
- Women can breast-feed babies; men can bottle-feed babies. **(sex)**
- Women cook, clean the house and take care of the children. Men earn income through paying jobs outside the home. **(gender)**
- Women work in the fields. **(gender)**
- Men make bricks and build houses. **(gender)**
- Boys' voices change at puberty. **(sex)**
- Women are soft-spoken and passive; men are assertive and strong. **(gender)**
- Women are at greater risk for HIV infection than men. **(sex and gender)**

Note: "Women are more susceptible than men to infection from HIV in any given heterosexual encounter. Gender norms might also have an impact on HIV transmission. For example, in many places, gender norms allow men to have more sexual partners than women and encourage older men to have sexual relations with much younger women. In combination with the biological factors cited above, this means that, in most places where heterosexual sex is the main mode of HIV transmission, infection rates are much higher among young women than among young men."

GENDER BOX- Man's Full Potential



Learning Points or Key Messages:

- Gender is a set of qualities and/or behavior which is expected of us by society. Our qualities, behavior and beliefs may not be the same as this.

Activity:

Step 1	5 Minutes – Introduction and Review <ul style="list-style-type: none"> • Review previous lesson (introduction to the topic). Ask 2 learners to restate what their expectations are for the module. • Introduce the lesson; explain that we will talk about the roles that we play in our families, community and society (<i>link into psychosocial lessons on values and beliefs and where these beliefs come from</i>).
Step 2	20 Minutes – Main Activity 1 – Being a Man, Being a Woman <ul style="list-style-type: none"> • Ask learners to work in pairs of the same sex. • Ask them to answer the following questions dependent on if they are male or

	<p>female (5 minutes):</p> <ul style="list-style-type: none"> ➤ I am happy that I am a woman/man because..... ➤ I wish I were a woman because..... ➤ I wish I were a man because..... <ul style="list-style-type: none"> • Ask 2-3 pairs to state their answers (5 minutes). • Ask the class to discuss which of the roles can be changed and which ones can't, <i>for example "I wish I were a boy so I could leave the house whenever I wanted and go around with my friends" (gender). Or, "I wish I were a girl so I could have a baby" (sex).</i> • Explain to learners that some of what they have discussed is concerned with SEX for example biological characteristics which CAN NOT be changed but others are to do with GENDER and COULD be changed. (Refer to Background Information section). • Ask learners to look at the activity in the workbook; 'Lesson 45: My role in the Family, Community and Society' and to complete the activity on the differences between sex and gender.
Step 3	<p>15 Minutes – Main Activity 2 – Being a Man, Being a Woman Continued</p> <ul style="list-style-type: none"> • On the chalkboard, draw a large picture of a man. Ask the learners to give him a name. • Ask the learners the following: <ul style="list-style-type: none"> ➤ <i>What messages does your community send to a young boy/man when he is told to act like a man?</i> ➤ <i>What is he expected to do?</i> ➤ <i>How is a boy/man encouraged to act?</i> • Write down the answers on the chalkboard beside the drawing. • Draw a box around the drawing and comments. Say that this box represents everything which the man should do as expected of him by the community/society/family. • Ask the learners to discuss the following: <ul style="list-style-type: none"> ➤ <i>What is the man discouraged from being or doing?</i> Write the answers around the box, for example show his emotions, do household chores. See Background Information section for examples.

	<p>➤ <i>(Supporting questions: What qualities are men supposed to have, for example are they supposed to cry? What happens if the man does something which is not in the box? How are they treated by their family, community or society? What are men told they can't do for example become a nurse, look after the children?)</i></p>
Step 4	<p>5 Minutes – Conclusion, Evaluation and Follow-up</p> <ul style="list-style-type: none"> • Ask learners to define some of the roles expected of males in the community. • Conclude the lesson by rounding up that the family, community and society try to define gender roles for all of us. And that there are some things which we can't change for example woman's ability to have babies but others can be changed for example a man becoming a caretaker of babies. • State: <i>Gender is a set of qualities and/or behavior which is expected of us by society. Our qualities, behavior and beliefs may not be the same as this.</i> • Follow Up: Ask learners to think if they know of any men in their communities who have not done or behaved as was expected of them.

MODULE C

Lesson 47: My Role in the Family, Community and Society (Part 2)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

By the end of this lesson, learners will be able to:

- Describe the differences between sex and gender.
- Examine beliefs about being a male or female in that culture.
- Describe gender roles for males and females.

Preparation and Materials:

- Flash cards with key words.
- Key words displayed on the chalkboard or classroom wall.
- Definition of sex and gender.
- Sample statements for AGREE versus DISAGREE activity.
- 2 large pieces of paper, one marked AGREE and one marked DISAGREE.

Key Words:

- Gender, Role, Sex, Gender Equality, Community, Family, Society.

Background Information:

- Most people are unaware of the effect of gender norms on their lives or that because gender roles are created by society, they can be changed. Understanding that gender roles are socially constructed and can change is a key factor in social change and important in preventing gender-based violence (GBV). Our friends, peers, family, communities and society all have gender related expectations of us; some of which we may not want to embrace.

Definitions:

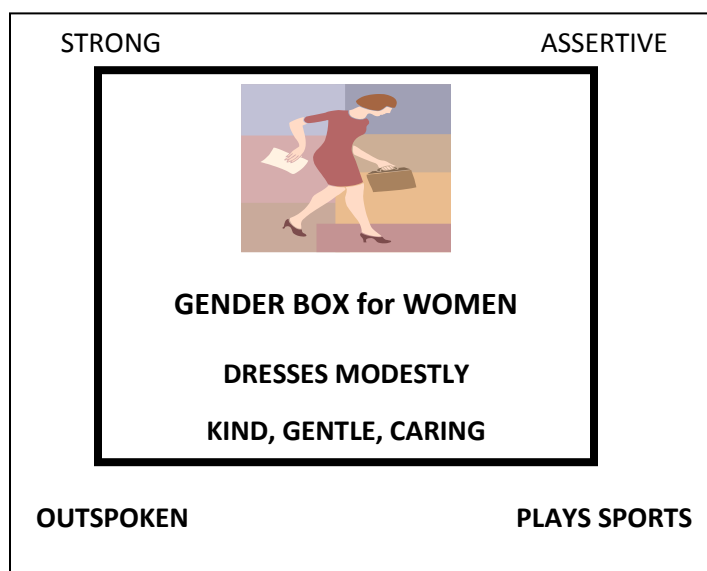
- **Gender** – Refers to a set of qualities and behaviors expected from males and females by society. Sex is something which we can't change whereas gender is something which is placed upon us by society. Gender can have an impact on all parts of our lives including our workload, our type of work, how we should behave and the expectations that others may have of us.

- **Gender equality** – Equal rights, freedom, conditions and opportunities for males and females to realize their full potential and to contribute to and benefit from economic, social, cultural and political development.
- **Gender norms** – Standard patterns of behavior for men and women that are considered normal in a society. Narrowly defined gender norms can often limit the rights, opportunities and capabilities of women and girls resulting in discrimination, exploitation or inequality. Boys and young men can also be restricted in some decision-making and choices because of how society expects them to behave.
- **Gender roles/assigned gender roles** – Socially determined roles that can be affected by factors such as education or economics. They may vary widely within and between cultures and often evolve over time.
- **Gender stereotypes** – Broad generalizations based on assumptions about how a person should act because of his/her sex and what society considers to be masculine and feminine roles, characteristics and attributes.

Sample statements for AGREE VERSUS DISAGREE ACTIVITY:

- Men are stronger than women.
- Women should do what men tell them to do.
- Girls/women can't do math.
- Girls/women are more emotional than boys/men.
- Caring for children is a woman's job.
- Women want to get married more than men.
- A girl should always do what her boyfriend tells her.
- Sports are more important for boys/men than girls/women.
- Women need to find a good husband; men need to find a good job.
- A man who likes cooking and looking after children is not a real man.
- Women are better at cleaning the house than men.

GENDER BOX- Women's Full Potential



Learning Points or Key Messages:

- Gender is a set of qualities and/or behavior which is expected of us by society. Our qualities, behavior and beliefs may not be the same as this.

Activity:

Step 1	5 Minutes – Introduction and Review <ul style="list-style-type: none">• Review previous lesson. Ask learners to call out how males are expected to behave in Liberian society and if they know of any males who have not conformed to these expectations.• Introduce the lesson; explain that we will continue to talk about the roles that we play in our families, community and society. <i>(Link into future psychosocial lessons on values and beliefs and where these beliefs come from).</i>
Step 2	20 Minutes – Main Activity 2 – Being a Man, Being a Woman Continued <ul style="list-style-type: none">• On the chalkboard, draw a large picture of a girl. Ask the learners to give her a name.

	<ul style="list-style-type: none"> • Ask the learners the following: <ul style="list-style-type: none"> ➤ <i>What messages does your community send to this girl when she is told to act like a woman?</i> ➤ <i>What is she expected to do?</i> ➤ <i>How is the girl encouraged to act?</i> • Write down the answers on the chalkboard beside the drawing. • Draw a box around the drawing and comments. Say that this box represents everything which the girl should do as expected of her by the community/society /family. • Ask the learners to discuss the following: <ul style="list-style-type: none"> ➤ <i>What is the girl/woman discouraged from being or doing? Write the answers around the box, for example be assertive, make decisions, go out at night. (See example in Background Information section).</i> ➤ <i>(Supporting questions: What qualities are women supposed to have, for example are they supposed to work as a mechanic? What happens if the woman does something which is not in the box, how are they treated by their family, community or society? What are women told they can't do for example become a teacher, move away from home?)</i> • Ask the learners to think if they know of anyone who has behaved differently to the expectations in the box. How did they do it? And what was the community's reaction? • Do any of these expectations have an impact on your dreams and hopes that we talked about in the first lesson of the module?
Step 3	<p>15 Minutes – Main Activity 3 – Agree or Disagree</p> <ul style="list-style-type: none"> • Show learners 2 large pieces of paper, one with AGREE marked on it and one with DISAGREE marked on it. Stick these on opposite ends of the classroom. • Ask learners to all stand up. Read out a statement (maximum 6) and if learners agree, they should stand under the AGREE sign, if they disagree, they should stand under the DISAGREE sign. • Ask some learners to give reasons for their choices. • After statements have been read, ask students to sit down and to discuss the

	<p>following:</p> <ul style="list-style-type: none"> ➤ <i>Were there differences between responses for men and women?</i> ➤ <i>Where do we get our ideas of gender from?</i>
Step 4	<p>5 Minutes – Conclusion, Evaluation and Follow-up</p> <ul style="list-style-type: none"> • Ask learners to discuss some of the expectations which we have of girls. • Ask them to state where different ideas regarding gender come from. • Conclude the lesson by saying that: <ul style="list-style-type: none"> ➤ Gender is a set of qualities and/or behavior which is expected of us by society. Our qualities, behavior and beliefs may not be the same as this. ➤ That the community/society has expectations of us because we are male or female. Sometimes people go against these expectations. • Follow Up: Ask learners to think of a woman in their communities who has gone against what was expected of her.

MODULE C

Lesson 48: My Role in the Family, Community and Society (Part 3)

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

By the end of this lesson, learners will be able to:

- Explain the differences in gender roles and activities.
- Examine the type of work traditionally done by men and women.
- Identify challenges that boys and girls face because of gender stereotypes or inequalities.

Preparation and Materials:

- Flash Cards with key words.
- Key words displayed on chalkboard or classroom wall.
- Scenarios.

Key Words:

- Gender, Role, Sex, Gender Equality, Community, Family, Society.

Background Information:

- Most people are unaware of the effect of gender norms on their lives or that because gender roles are created by society, they can be changed. Understanding that gender roles are socially constructed and can change is a key factor in social change and important in preventing gender-based violence (GBV). Our friends, peers, family, communities and society all have gender related expectations of us; some of which we may not want to embrace.
- In some cultural contexts, girls are expected to perform household chores in addition to their normal work and/or schoolwork, which often places a heavier burden on them. Boys/men are allowed to play/relax or are excused from housework because that is “women’s work.” This can have a negative effect on women. Men and women can work together and help each other.
- Change begins slowly and with small steps. Learners should not feel constrained by gender norms but realize that they have the power to change them even if it is on a small scale. Attaching fixed roles to girls and boys can limit their opportunities to achieve what they want in life. We should all remember our dreams and hopes from Lesson 1 and keep trying to achieve these even though it may not be the norm.

- When we look at what women and men do everyday we can see that there are differences. The women or girls may have the responsibility for collecting water, firewood, cooking, cleaning and looking after the children whereas the man may have the responsibility for repairing anything around the house, financially providing for his family etc.

SCENARIO 1 FOR MEN

You see your sister working very hard on the household chores and that she is very tired. You also know that she has school exams tomorrow which she needs to study for. Your mates have just come round to ask you to come and play a game of football. What do you do?

SCENARIO 2 FOR MEN

Your friends like to go out drinking and smoking every night after work. You don't like doing this as you want to go home to spend time with your wife and children. Your friends start teasing you and saying that your wife has more power over you than is good for you and that a real man goes out drinking and smoking whenever he can. What do you do?

SCENARIO 1 FOR WOMEN

You really want to attend every single non formal education lesson as you are hoping that one day you will be able to get a better job when you can read and write. However you have to do all the cooking and washing for the whole family of 10 before you can come to lessons. This makes you late and you are now getting too embarrassed to come at all as you are always late and everyone looks at you. What do you do?

SCENARIO 2 FOR WOMEN

You are 16 years old and your parents want you to marry the local business man who is 40 years old so that he can look after you financially and you can look after his house and his children from his first marriage. You want to stay at school so that you can get a good job and choose the man you want to marry. What do you do?

Learning Points or Key Messages:

- **Gender is a set of qualities and/or behavior which is expected of us by society. Our qualities, behavior and beliefs may not be the same as this.**

Activities:

Step 1	5 Minutes – Introduction and Review <ul style="list-style-type: none">• Review previous lesson, ask learners what expectations there are for girls and which women in their communities have gone against these expectations.• Introduce this lesson: We will discuss if we as individuals follow the gender roles expected of us and for us to challenge our own expectations of what should and shouldn't occur.
Step 2	15 Minutes – Main Activity 1 – My Daily Schedule <ul style="list-style-type: none">• Ask learners to divide by sex - all females together and all males together. (If this still leaves very big groups, further sub-divide).• Ask learners to think what they are expected to do every morning at home.• Bring the learners back in one big group – ask the women and then the men to present.• Ask the learners if there are differences between the women's and men's daily schedule.• Ask the question:<ul style="list-style-type: none">• Do you think that women and men have equal responsibilities?• Are there ways in which men and women can help each other in their daily lives? Give examples.
Step 3	15 Minutes – Main activity 2 – What Would I Do? <ul style="list-style-type: none">• Ask learners to get into groups of 4-5 people of the same sex.• Read out 2 scenarios (see Background Information section) for the men and 2 scenarios for the women and ask learners to choose one to discuss.• Ask the groups to report back to the main group.• Ask learners how difficult or easy it would be to do what they suggest from their discussions.

	<ul style="list-style-type: none"> • Explain that changing gender roles is not easy but that men and women need to understand and work together so that roles change.
Step 4	<p>10 Minutes – Evaluation and Conclusion</p> <ul style="list-style-type: none"> • Go round the class asking each person to list one thing they have learned in this lesson. • Conclude the lesson by saying that we all have expectations of what men and women should do and what qualities they have and that this is from the society/community/family that we grew up in. But this does not mean that these expectations are right for everyone and we should all work together to find ways to change some gender roles. • Follow Up: Ask learners to think of someone in their community who does not conform to the gender norm. Ask the learners to find out why this is and what impact this has had on the person's family and community.

MODULE C

Lesson 49: Violence – What Is It?

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

By the end of this lesson, learners will be able to:

- Define violence and recognize the three types of violence: psychological, sexual and physical.
- Define gender-based violence and cite examples of gender based violence

Preparation and Materials:

- Flash Cards with key words.
- Key words written on chalkboard or classroom wall.

Key Words:

- Gender-Based Violence, GBV, Violence, Sexual, Psychological, Physical.

Background Information:

- **Definition:** Gender-based violence is any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering against someone (boy or girl) based on gender-role expectations and stereotypes.

DEFINITION AND EXAMPLES OF THE TYPES OF GENDER BASED VIOLENCE

Psychological Gender-Based Violence:

- This is when a person experiences verbal harassment, bullying, teasing or degrading and cruel punishment. The perpetrator may use nonphysical punishment that makes someone feel bad- it could belittle, humiliate, , threatens, scares or ridicules children. Using a person as a “scapegoat” which means shifting blame to some who is innocent can also be a form of abuse. Constant criticisms of an unjustified nature, refusal to praise, unclear boundaries and unpredictable behavior eventually take their toll on the victim. Psychological violence and abuse can occur when a victim’s behavior does not fit into society’s image of what is expected and is conducted to try to make the victim conform. Examples of psychological gender-based violence include:
 - Verbal harassment.
 - Verbal abuse related to puberty or their body.
 - Bullying, teasing.

- Abusive language.
- Emotional manipulation and exploitation.
- Labeling people as lazy or stupid based on whether they are male or female.

Physical Gender-Based Violence:

- Men and women, boys and girls experience physical violence or abuse by an adult through corporal punishment, forced labor, fighting and bullying. Corporal punishment is any punishment in which physical force is used to cause some degree of pain or discomfort, however minimal. This type of violence involves hitting the person with the hand or an implement (for example, whip, stick, belt, shoe, wooden spoon). It can also involve kicking, shaking, throwing, scratching, pinching, biting, pulling hair or boxing ears, forcing the victim to stay in uncomfortable positions, burning, scalding or forced ingestion (for example, forcing them to swallow hot spices or soap). Examples of physical gender-based violence include:
 - Hitting.
 - Slapping.
 - Caning.
 - Punching.
 - Shaking.
 - Choking.
 - Painful body postures.
 - Excessive exercise drills.
 - Preventing use of the toilet.
 - Exploitive labor.
 - Any task that negatively impacts upon health.
 - Labor as punishment.

Sexual Gender-Based Violence (SGBV):

- Men and women, boys and girls experience sexual violence or abuse by an adult through any form of forced or unwanted sexual activity where there is no consent, consent is not possible, or power or intimidation is used to coerce a sexual act. Sexual violence and abuse include direct physical contact, such as unwanted touching of any kind or rape. Activities such as making a child watch sexual acts or pornography, using a child to make pornography, or making a child look at an adult's genitals is also abuse. Sexual violence can be perpetrated verbally. For example, sexually explicit language or any repetitive, unwanted and uninvited sexual attention through teasing or taunting about dress or personal appearance is also sexual abuse. Examples of SGBV include:
 - Rape or attempted rape.
 - Sodomy.
 - Groping, touching, etc.
 - Aiming sexually explicit language at a person.

- Indecent touching and exposure.
- Exposing pornographic material to children, men or women.
- The husband forcing his wife to have sex with her.
- A man putting drugs into a woman's drink so that it is easier to have sex with her.
- Forcing someone to get married or inheriting another man's wife.
- Knowingly transmitting STDs or HIV.
- Refusing to use contraceptives or condoms.
- Empowering someone to sexually abuse someone.
- Forced prostitution, nakedness or childbearing.
- Making someone act out sexual acts.

GROUND RULES AND CONFIDENTIALITY

Refer to the ground rules and remind students about confidentiality and not to mention names. Also, it is not appropriate to gossip about learners or members of the community. Remind learners that this is a space where everyone can speak freely and confidentially.

Learning Points or Key Messages:

- **GBV can affect both men and women but is more commonly experienced by women.**
- **GBV can have short term and long term, negative effects upon a victim's economic, social, sexual and psychological situation.**

Activities:

Step 1	5 Minutes – Introduction and Review <ul style="list-style-type: none"> • Review previous lesson, ask learners what expectations there are for men and women in this society. Ask them to explain how someone in their community has gone against these expectations. • Introduce this lesson: topic of violence against not only women but also men (includes children and young people).
Step 2	15 Minutes – Main Activity 1 – What is Violence? <ul style="list-style-type: none"> • Ask learners to sit in groups of 5-6 people and to brainstorm as to what the word "violence" means to them.

	<ul style="list-style-type: none"> • Ask the first group to present and for the other groups to add in any other information which was not included by Group 1. • Write the key ideas presented on the board or use the flash cards. • Ask learners if they see any obvious groupings of the ideas. • Tell learners that there are three main groups of violence: physical, psychosocial and sexual. Write these three words on the board or use the flashcards. Group all the ideas into the relevant section for example rape would go under sexual violence. • Ask the following question: <ul style="list-style-type: none"> • Is it possible for one act of violence to be more than one form of violence? (<i>For example sexual and physical</i>).
Step 3	<p>15 Minutes – Main Activity 2 – What is Gender Based Violence?</p> <ul style="list-style-type: none"> • Ask learners to call out what they think gender-based violence is (see Background Information section for definition). • Ask learners to look at all the examples of violence on the board and ask them which ones are examples of GBV. Make a star sign beside each example of GBV. • Ask learners how GBV can be related to the gender roles which were previously described.
Step 4	<p>10 Minutes – Evaluation and Conclusion</p> <ul style="list-style-type: none"> • Ask learners to separate into 2 teams. Let them know that this is a quiz. Ask them to identify the three different types of violence. Give a point to the winning team. Ask them the following questions: <ul style="list-style-type: none"> • Give an example of sexual violence (can be asked more than once). • Give an example of psychological violence (can be asked more than once). • Give an example of physical violence (can be asked more than once). • What do the letters GBV stand for? • What is the definition of GBV? • Others. • Ask a learner to add up the scores and to declare the winning team.

	<ul style="list-style-type: none"> • Round up the lesson by saying that : <ul style="list-style-type: none"> ➤ GBV can affect both men and women but is more commonly experienced by women. ➤ GBV can have short term and long term, negative effects upon a victim's economic, social, sexual and psychological situation. • . <p>Follow Up: Ask learners to think how GBV is related to the roles that society expects us to play.</p>
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MODULE C

Lesson 50: Violence – What Is It? (Part 2)

Estimated Length of Lesson: 45 minutes

GROUND RULES AND CONFIDENTIALITY

Refer to the ground rules and remind students about confidentiality and not to mention names. Also, it is not appropriate to gossip about learners or members of the community. Remind learners that this is a space where everyone can speak freely and confidentially.

Lesson Learning Objectives:

By the end of this lesson, learners will be able to:

- Examine the possible effects and consequences of violence.

Preparation and Materials:

- Flash Cards with key words.
- Scenarios.

Key Words:

- Gender-Based Violence, GBV, Violence, Sexual, Psychological, Physical, Effect.

Background Information:

- **Definition:** Gender-based violence is any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering against someone (boy or girl) based on gender-role expectations and stereotypes.

CONSEQUENCES OF GENDER BASED VIOLENCE

Psychological Gender-Based Violence:

- Psychological abuse can have devastating, long-lasting effects on students, including increased risk of social, emotional and psychological damage and mental health and social problems such as anxiety and depression. It can also negatively affect educational attainment if the victim is still of school age.

Physical Gender-Based Violence:

- Corporal punishment has negative physical and psychological effects on the victim, which include pain, injury, humiliation, guilt, helplessness, anxiety and low self-esteem.

Physical violence can have devastating, long-lasting effects on the victim, including increased risk of social, emotional and psychological damage, increased risk of substance abuse, physical, mental health and social problems, memory disturbances and aggressive behavior. For people of school age it can also negatively affect educational attainment.

Sexual Gender-Based Violence:

- Sexual violence or abuse can have devastating, long-lasting effects on the victim. Such effects can include increased risk of social, emotional and psychological damage, increased risk of substance abuse, health and social problems such as unwanted pregnancy, sexually transmitted infections including HIV/AIDS, depressive disorders, memory disturbances and aggressive behavior. Sexual violence can also negatively affect educational attainment if the victim is still of school age.

EFFECT OF GBV ON THE VICTIM

- Trouble concentrating, either in school or in their daily lives.
- Feeling of guilt or thinking that the violence they experienced was their fault.
- Trouble in eating or sleeping.
- May not want to go out.
- Feeling of confusion and of being tricked, especially if the abuser is someone they trusted.
- Scared of being alone with certain people.

SCENARIOS FOR MAIN ACTIVITY 1 – EFFECTS AND CONSEQUENCES OF GBV

SCENARIO 1

My name is James and I work as a nurse at the local clinic. I love my job even though everyone tells me that what I am doing is women's work and I should get a real man's job. One evening after I had been treating a woman for a chest infection, her husband and some of his friends turned up at the clinic. Her husband started shouting at me saying that I had seen parts of his wife's body which only a husband should see and that I should be ashamed of myself. I tried to explain my job as a nurse but the husband and his friends beat me up and left me lying on the clinic floor.

SCENARIO 2

My name is Orphelia and I take in people's washing to earn money for my children's education. Sometimes I have so much washing to do and am so tired that I have fallen asleep before my husband comes home from the bar. At these times, there is no hot dinner for him. He shouts and screams at me and says that I am a useless wife who doesn't know how to look after her husband and he should throw me out onto the streets.

SCENARIO 3

My name is Anna and every day I go to the forest to collect firewood. I have to walk past a small farm on my way to the forest. At this farm, there is always a big man standing by the path who talks to me in a very bad way. He talks about what he would like to do to me – something which only 2 people who like each other should do. Yesterday he came up to me and grabbed my breast but luckily there were some other women coming the other way so the bad man let go of me. I am now too scared to walk past his farm and today I walked the long way to the forest which takes an extra 2 hours and I also need to cross the river which has crocodiles in it.

Learning Points or Key Messages:

- **GBV can affect both men and women but is more commonly experienced by women.**
- **GBV can have short term and long term, negative effects upon a victim's economic, social, sexual and psychological situation.**

Activities:

Step 1	5 Minutes – Introduction and Review <ul style="list-style-type: none">• Review previous lesson of what is gender-based violence. Ask three people to identify the three main types of GBV.• Introduce this lesson by explaining that we are going to look at the consequences/effect of GBV on a victim and that we are going to do this through scenarios.
Step 2	30 Minutes – Main Activity 1 – Causes and Consequences of GBV <ul style="list-style-type: none">• Ask learners to get into groups of 5-6 people.• Write down numbers 1-3 on separate pieces of paper. Ask each group to pick out a number. If there are more than 3 groups, write more numbers 1-3 on paper for the learners to choose. Give each group the numbered scenario, for example scenario 1 goes to the group with the number 1 (see Background Information section for scenarios).• Ask the learners to discuss why the violence is occurring and what are the effects of the GBV on the victim? Use the following questions to help if necessary:<ul style="list-style-type: none">• What type(s) of violence is the person in your scenario experiencing?• Do you think he/she is experiencing violence because of being a man or woman? Why?

	<ul style="list-style-type: none"> • What are the effects of this type of violence on the person in the scenario? • Ask each group to present their findings.
Step 3	<p>10 Minutes – Conclusion and Evaluation</p> <ul style="list-style-type: none"> • Round up the lesson – ask the learners to call out what they learned in this lesson. • Conclude the lesson by stating that: <ul style="list-style-type: none"> ➤ GBV can happen to anyone and that the impact is always bad. Understanding why GBV occurs may help prevent it. If it does occur, there should be someone who the victim can talk to about it. ➤ GBV can affect both men and women but is more commonly experienced by women. ➤ GBV can have short term and long term, negative effects upon a victim's economic, social, sexual and psychological situation. • Follow Up: Ask learners to think why and how does GBV occur. Ask them to think of some examples.

MODULE C

Lesson 51: Power, Force and Consent (Part 1)

Estimated Length of Lesson: 45 minutes

GROUND RULES AND CONFIDENTIALITY

Refer to the ground rules and remind students about confidentiality and not to mention names. Also, it is not appropriate to gossip about learners or members of the community. Remind learners that this is a space where everyone can speak freely and confidentially.

Lesson Learning Objectives:

By the end of this lesson, learners will be able to:

- Identify the relationship between abuse of power and GBV.

Preparation and Materials:

- Flash Cards with Key words.
- Key words displayed on chalkboard or classroom wall.
- Scenarios.
- Activity workbook

Key Words:

- Gender-Based Violence, Violence, Sexual, Psychological, Physical, Effect, Power, Force, Consent.

Background Information:

POWER

- Power is directly related to choice. The more power one has, the more choices are available. The less power one has, the fewer choices seem to be available. Disempowered people have fewer choices and are therefore more vulnerable.
- Gender-based violence involves the abuse of power. Unequal power relationships are exploited or abused.

	Types of Power	Powerful People
Social	Peer pressure, bullying	Leaders, teachers, parents
Economic	Controls access to services, money, goods, favors	Husband, father, head of household
Political	Implements discriminatory laws	Elected leaders, village elders
Physical	Strength, size, use of weapons, controls access or security	Soldiers, police, robbers, gangs
Gender based	Cultural norms, traditional family structures	Males usually have more power than the females
Age related	Cultural norms, traditional family structures	Young people have the least power

SCENARIOS FOR MAIN ACTIVITY 1 – EFFECTS AND CONSEQUENCES OF GBV

SCENARIO 1

My name is James and I work as a nurse at the local clinic. I love my job even though everyone tells me that what I am doing is women's work and I should get a real man's job. One evening after I had been treating a woman for a chest infection, her husband and some of his friends turned up at the clinic. Her husband starting shouting at me saying that I had seen parts of his wife's body which only a husband should see and that I should be ashamed of myself. I tried to explain my job as a nurse but the husband and his friends beat me up and left me lying on the clinic floor.

SCENARIO 2

My name is Orphelia and I take in people's washing to earn money for my children's education. Sometimes I have so much washing to do and am so tired that I have fallen asleep before my husband comes home from the bar. At these times, there is no hot dinner for him. He shouts and screams at me and says that I am a useless wife who doesn't know how to look after her husband and he should throw me out onto the streets.

SCENARIO 3

My name is Anna and every day I go to the forest to collect firewood. I have to walk past a small farm on my way to the forest. At this farm, there is always a big man standing by the path who talks to me in a very bad way. He talks about what he would like to do to me – something which only 2 people who like each other should do. Yesterday he came up to me and grabbed my breast but luckily there were some other women coming the other way so the bad man let go of me. I am now too scared to walk past his farm and today I walked the long way to the forest which takes an extra 2 hours and I also need to cross the river which has crocodiles in it.

Learning Points or Key Messages:

- GBV occurs as a result of an abuse of power. The perpetrator uses their power over the victim even though the victim has not consented.

Activities:

Step 1	10 Minutes – Introduction and Review <ul style="list-style-type: none">• Review the previous lesson on the effects of GBV on the victim. Ask the learners to state some effects on the victim and what consequences these may have on the social, economic, sexual and education status of the victim.• Explain that this lesson is about how and why GBV occurs. It will look at the use of power, force and consent. Ask the learners if they have any ideas of how and why it occurs.
Step 2	30 Minutes – Main Activity 1 – POWER <ul style="list-style-type: none">• Ask the learners to get into the same groups they were in for the previous lesson and ask them to use the same scenario as before (see above). The facilitator should read out the scenarios to the groups again.• Ask the groups the following questions:<ul style="list-style-type: none">• Why does the GBV occur in the scenario? (possible answers: <i>the perpetrator has some form of power over the victim, distribution of power is not equal</i>)• What type of power does the perpetrator have over the victim? (See Background Information section for further information).• Ask the learners what types of power there are and who are the people with the power? Draw a table on the black board with the headings: “Types of power” and “People with power”. Fill the table in as learners call out. (See Background Information section for example of table).

	<ul style="list-style-type: none"> • Do all people with power abuse their power? (<i>Answer no</i>) • Refer learners to Lesson 50 Power, Force and Consent in the activity workbook and to try to complete the activity. • Explain that GBV is due to the abuse of power and the unequal power relationships between the victim and the perpetrator.
Step 3	<p>10 Minutes – Conclusion and Evaluation</p> <ul style="list-style-type: none"> • Ask the learners to provide examples of when an abuse of power results in GBV. • Ask learners to open their activity workbooks to Lesson 48,49 and 50: Power, Force and Consent (Part 1). Ask them to complete the activity, support as necessary. Learners can complete as homework if they do not have enough time during the lesson. • Conclude the lesson that everyone has power but that some people have more power and thus choices than others. GBV occurs when there is unequal power between 2 or more people and that the person(s) with more power abuses their position and level of power. Not all people with power abuse it. • Follow Up: Ask the learners to speak to members of their family or friends about the different types of power in their communities and who is in a position of power.

MODULE C

Lesson 52: Power, Force and Consent (Part 2)

Estimated Length of Lesson: 45 minutes

GROUND RULES AND CONFIDENTIALITY

Refer to the ground rules and remind students about confidentiality and not to mention names. Also, it is not appropriate to gossip about learners or members of the community. Remind learners that this is a space where everyone can speak freely and confidentially.

Lesson Learning Objectives:

By the end of this lesson, learners will be able to:

- Recognize that violence in the form of GBV means using some type of force, which might or might not include physical force.
- Describe the impact of consent, use of force and power on violence and on relationships within the family, community and society.

Preparation and Materials:

- Flash Cards with key words.
- Key words displayed on chalkboard or classroom wall.

Key Words:

- Gender-Based Violence, GBV, Violence, Power, Force, Consent, Respect, Understanding, Listening, Opinions.

Background Information:

- Every day we face situations where one person has more power than the other person. This may be due to one person having more money than the other; one person having access to farming land and the other not, one person being physically stronger than the other, one person having more standing in the community than the other etc. In many instances, even though the division of power may not be equal amongst the two or more persons, there is understanding, respect and consideration for each other. This is a good relationship regarding power.
- However in other instances, there may be no respect, consideration or understanding from the person(s) with more power to the person(s) with less power. The person with more power uses force to achieve what they want and gives no consideration to the victim's situation and feelings.

FORCE

- Force can be physical, emotional, social or economic in nature. It might also involve coercion or pressure. Force also includes intimidation, threats, persecution or other forms of pressure (*refer to the three different types of violence: psychological, physical and sexual*). The victim behaves as expected as they are scared of what might happen.
- Violence consists of the use of physical force or other means of coercion, such as threats, inducement or promise of a benefit to obtain something from a weaker or more vulnerable person. It is when the perpetrator has more power than the victim.
- Using violence involves making someone do something against his/her will by using force.

CONSENT

- Consent means saying “yes” or agreeing to something. Consent is agreeing to do something freely without anyone making you say yes for example no force, no telling lies/stories. Acts of sexual abuse occur without consent. Even if someone says “yes,” it is not true consent if the person was under pressure or if the perpetrator used any kind of force to get the victim to comply. Children can never give consent to a sexual relationship with an adult. Submission to the will of another, as in the case of threats, force or violence, does not constitute consent.

Learning Points or Key Messages:

- **GBV occurs as a result of an abuse of power. The perpetrator uses force(economic, physical, emotional) over the victim even though the victim has not consented.**
- **Although a person may appear to give consent in some situations, it can be because they have been forced to do so. This is NOT consent.**

Activity:

Step 1	10 Minutes – Introduction and Review <ul style="list-style-type: none">• Review the previous lesson on the relationship between power and GBV. Ask learners to bring up examples of good power relationships within their own communities.• Explain that this lesson continues the lesson on how and why GBV occurs but it will now look in more detail of how the power relationship can be abused.
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Step 2	<p>20 Minutes – Main Activity 1 – FORCE</p> <ul style="list-style-type: none"> Ask learners to think about the examples of good power relationships that they mentioned in the review of the previous lesson. Ask the learners the following question: <ul style="list-style-type: none"> Why are these power relationships good even though the power may not be equally distributed? (See Background Information section). Write the key words on the chalkboard or if there are flashcards use these. Tell the learners that good power relationships are as a result of understanding, respect and concern for each other. People are prepared to listen to each other, accept differences etc. Now ask the learners about the characteristics of a bad power relationship (see Background Information section). Ask learners the following: <ul style="list-style-type: none"> What is force? If someone abuses their power, do they use force? (see Background Information section). How is the use of force related to violence? (see Background Information section) Write up some answers on the board. Explain that violence is a result of the abuse of power which involves the use of force.
Step 3	<p>10 Minutes – Main Activity 2 – CONSENT</p> <ul style="list-style-type: none"> Ask learners what they understand by the word CONSENT. Ask learners if consent can be forced in some situations – ask for examples.
Step 4	<p>10 Minutes – Conclusion and Evaluation</p> <ul style="list-style-type: none"> Ask the learners to discuss in pairs, the relationship between the words: GBV, Power, Force and Consent. Ask 2-3 pairs to present their answers. Conclude the lesson by stating that: <ul style="list-style-type: none"> ➤ <i>GBV occurs as a result of an abuse of power. The perpetrator uses force(economic, physical, emotional) over the victim even though the</i>

	<p><i>victim has not consented.</i></p> <p>➤ <i>Although a person may appear to give consent in some situations, it can be because they have been forced to do so. This is NOT consent.</i></p> <ul style="list-style-type: none"> • Follow Up: Ask the learners to think of the scenarios in the previous lesson and to think what the survivor of GBV should do in each situation.
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MODULE C

Lesson 53: Empowered To Speak Out (Part 1)

Estimated Length of Lesson: 45 minutes

GROUND RULES AND CONFIDENTIALITY

Refer to the ground rules and remind students about confidentiality and not to mention names. Also, it is not appropriate to gossip about learners or members of the community. Remind learners that this is a space where everyone can speak freely and confidentially.

Lesson Learning Objectives:

By the end of this lesson, learners will be able to:

- Identify people within their community who a victim or a victim's friend could report GBV to.
- Identify the qualities of a trusted adult.

Preparation and Materials:

- Flash Cards with key words.
- Key words displayed on chalkboard or classroom wall.

Key Words:

- Gender-Based Violence, GBV, Violence, Power, Force, Consent, Respect, Understanding, Listening, Opinions.

Background Information:

- There are many cases where the victims of GBV try to deal with the issue themselves and this can have a long term, negative impact on the person and their families. The reasons for victims of GBV not looking for help are varied and can include a feeling of shame, embarrassment, the hope that the problem will go away, not wanting everyone in a community to know, not knowing who to turn to etc.
- It is important that everyone, whether they are a victim of GBV or not, know of a person who can support them or the friend when necessary. Within any community there are various people who can be trusted to provide support and these include:
 - Family members.
 - Friends.
 - Religious leaders.
 - Teachers/head teachers.

- Doctors or health professionals.
- Village leaders.
- These people are people which the victim, or the person reporting the GBV, know and trust. Qualities of a trusted adult include the following:
 - Someone they know who will help them if they need help.
 - Someone they can talk to about anything, especially their problems, or if they are feeling scared, confused or uncomfortable.
 - Someone they feel happy being around.
 - Someone who listens to them and cares about their problems.
 - Someone who has helped them before.
 - Someone who would help them solve a problem, be understanding, get help and work to keep them safe.
- Sometimes a person may be aware of the GBV which is occurring to someone they know but they don't do anything about it. The reasons for this are also varied and include the feeling of being scared that they may be targeted, people calling them a tittle-tattle and getting involved in something which is not their business, not knowing who they could talk to etc.

Scenarios for Main Activity 1

SCENARIOS FOR MAIN ACTIVITY 1 – EFFECTS AND CONSEQUENCES OF GBV

SCENARIO 1

My name is James and I work as a nurse at the local clinic. I was beaten up by a patient's husband because the husband did not like it that I treated his wife. I am very embarrassed about the situation and feel that I should have fought back, I don't want anyone to know what happened but I can tell that people are already talking behind my back about it. Maybe I should consider stopping treating women patients but I don't think the head of the clinic will like this as most of our patients are women and children. What should I do?

SCENARIO 2

My name is Orphelia and I take in people's washing to earn money for my children's education. My husband gets very angry and verbally abusive to me if I don't have a hot meal waiting for him. He doesn't understand that I work so that our children can go to school. I'm scared that he will throw me out on the street. What should I do?

SCENARIO 3

My name is Anna and a big man kept sexually harassing me when I went to collect firewood. I now walk the long way round and this makes me very tired and sometimes I am late cooking the food for my husband and he is getting angry at me. I'm too ashamed to tell him why I'm late cooking dinner. What should I do?

Learning Points or Key Messages:

- In every community, there will be people who can be trusted to listen and support a victim of GBV. Talking to someone about the problem is the first step to stopping the GBV from happening again and to reduce the impact of the GBV.

Activity:

Step 1	10 Minutes – Introduction and Review <ul style="list-style-type: none">• Review the previous lesson on the relationship between power, force, consent and GBV.• Tell learners that we are now going to look at what a survivor of GBV can do if they are subjected to GBV.
Step 2	15 Minutes – Main Activity 1 – Who To Go To? <ul style="list-style-type: none">• Ask learners to think of who they would go and talk to if they had a problem (any problem, does not have to be related to GBV). Write the list on the chalkboard.• Ask the learners the following questions to think of as individuals:<ul style="list-style-type: none">• Why did you choose that person to go to with that problem?• When you met that person, what happened first, what happened next and what happened last?• How did you feel at the end?• Explain to learners that we always choose people that we can trust and who we feel will listen to us and not judge us (see Background Information section for qualities of a trusted person).
Step 3	20 Minutes – Main Activity 2 – What Would You Do? <ul style="list-style-type: none">• Ask learners to get into the same groups as they were in for the scenarios about James, Anna and Orphelia.• Explain to learners that they must discuss what James, Anna and Orphelia should do in their situation and what solutions could be considered to prevent the GBV from happening again.

	<ul style="list-style-type: none"> • Hand out and read out the scenarios to each group. • Ask them to answer the following questions: <ul style="list-style-type: none"> • Who could Orphelia, Anna or James tell about the GBV they have experienced? • Why have you chosen this person? • What are possible solutions to the problem?
Step 4	<p>5 Minutes – Conclusion and Evaluation</p> <ul style="list-style-type: none"> • Ask learners to discuss the main points of the lesson. • Summarise that: <ul style="list-style-type: none"> ➤ In every community, there will be people who can be trusted to listen and support a victim of GBV. Talking to someone about the problem is the first step to stopping the GBV from happening again and to reduce the impact of the GBV. • Follow Up: Ask learners at home to think of someone who they would go to if they had a problem and why they selected this person.

MODULE C

Lesson 54: Empowered To Speak Out (Part 2)

Estimated Length of Lesson: 45 minutes

GROUND RULES AND CONFIDENTIALITY

Refer to the ground rules and remind students about confidentiality and not to mention names. Also, it is not appropriate to gossip about learners or members of the community. Remind learners that this is a space where everyone can speak freely and confidentially.

Lesson Learning Objectives:

By the end of this lesson, learners will be able to:

- Identify what makes a good listener.

Preparation and Materials:

- Flash Cards with key words.
- Key words written on the chalkboard or classroom wall.

Key Words:

- Gender-Based Violence, GBV, Violence, Power, Force, Consent, Respect, Understanding, Listening, Opinions.

Background Information:

- Sometimes a victim of GBV may turn to a friend or family member as the first person who they tell of the violence. It is important that if someone comes to you, that you know what to do and how to listen to the person. When the victim is ready to speak to someone, it is very important that the person they tell do the right thing and succeed in supporting and comforting the victim.

Actions that comfort:

1. Be available immediately to provide the person with assistance and support.
2. Bring the victim to a safe place, away from his/her peers or other people. Make sure that the place is safe and not seen as a threat to the victim.
3. Focus on the victim. Ask the victim what they would like to do, for example talk about their issue, sit quietly.
4. Be non judgmental. Provide support and information to the victim regardless of your personal feelings, beliefs or attitudes.
5. Do not overwhelm the victim with information, questions or advice. Do not assume that the victim is ready for all the resources or help available.
6. Listen to what the victim is saying. Provide the victim with understanding, support and assistance. Do not try to tell the victim how he/she feels. Tell the victim that it is normal to feel upset.
7. Be flexible in order to meet the victim's needs.
8. Always follow up with the victim. Following up shows that you care and want the victim to recover.

Actions that DO NOT help or comfort:

1. Do not interrupt, ridicule or shame the victim.
2. Do not criticize or blame the victim.
3. Do not interrogate the victim.
4. Do not judge the victim.
5. Do not ignore the victim or what they have to say.
6. Do not minimize or ignore the victim's feelings.
7. Do not put the victim in a threatening situation.
8. Do not try to distract the victim from his/her true feelings.
9. Do not tell the victim how to feel.
10. Do not discuss the victim's situation with non-necessary people.

Active Listening Skills:

It is important that we are able to listen to anyone who speaks to us and there are various skills which we can use to make sure that we are a good listener. These are as follows:

1. Reflect:

- Name the situation and feelings that the person is expressing to you back to him/her.
- Capture exactly what the person has told you. This requires very effective passive listening skills.

2. Paraphrase: This skill can be explained in two parts. Feedback is an integral part of effective paraphrasing. The skilled communicator can elicit such feedback (both verbally and

nonverbally) without explicitly asking a question. Paraphrasing does not add any new perspective or interpretation beyond what the person said.

- **Reword Restate** (in your own words) what the person tells you in a way that demonstrates that you understood it. This is a very effective skill, particularly when a person expresses a lot of feelings and content.
- **Ask for Feedback.** Always ask the person, in some way, if you heard him or her correctly.

3. Assess and Explore: This involves gathering more information from the person. Ways of assessing and exploring involve the following:

- **Open-Ended Questions:** These are questions that call for more than a “yes” or “no” answer. They encourage the person to open up and share more and to think about his or her feelings, situation and options (*for example, “Tell me more about that,” “What are you most afraid of?” or “What would you like to happen as a result of your coming to me?”*).
- **Understanding and Seeking Clarification:** This involves digging through information or statements to make sure you understand correctly. It is most often used when a person says something that is not clear (*for example, if a young person says “I just want out,” you will not know what that means unless you ask what they mean by “I just want out.”*).
- **Probing Questions:** These are questions to solicit more information (*for example, “Was anyone else there?” or “Did anything else happen?”*).
- **Encouragers:** These are short statements that encourage the person to say more, elaborate, explain or take an in-depth look at the situation (*for example, “I’d like to hear more about that” or “I’m listening. Go ahead.”*).

4. Validate: This involves recognizing or sensing the speakers’ challenges, anxiety or difficulty with regard to a sensitive disclosure or decisions and commending their effort and courage in sharing information despite these obvious challenges (*for example, “I understand it is difficult but you have made an important decision by telling me this” or “You have done the right thing by coming forward to tell me”*).

Learning Points or Key Messages:

- **In every community, there will be people who can be trusted to listen and support a victim of GBV.**
- **Talking to someone about the problem is the first step to stopping the GBV from happening again and to reduce the impact of the GBV.**
- **It is important for each of us to have skills in listening so that if someone comes to us with a problem we can listen effectively.**

Activities:

Step 1	10 Minutes – Introduction and Review <ul style="list-style-type: none">• Review the previous lesson – ask learners to think of who they would go and speak to if they had a problem and what qualities this person has.• Explain to learners that sometimes people will want to come and talk to us with their problems; it may be a friend or family member. In these situations we need to know how we should act so that we are supporting the person.
Step 2	30 Minutes – Main Activity 1 – Why Choose Me? <ul style="list-style-type: none">• Ask learners to sit in groups of 5-6 people.• Ask learners to think about how they would react if someone came to them to say they were a victim of GBV. Use the following questions to help:<ul style="list-style-type: none">• How would you make the victim feel comfortable?• What would you do if they started crying?• Explain to learners that if you are a trusted person it is because you are a good listener, not judgmental, do not interrogate etc. (see Background Information section).• Tell learners that we will now look at the qualities of a good listener.• Ask 1 learner in the group to speak about any topic (does NOT have to be related to GBV) for 1-2 minutes. The other learners in the group must actively listen to the speaker.• After 1-2 minutes ask the speaker to leave the room. Tell the remaining learners that they must now act as if they are not listening to the speaker.• Speaker returns to the room and is asked to repeat what they said earlier.• Ask the learners to call out what makes a good listener/bad listener – write these up on the black board. Refer to background information if necessary.• Ask learners how they feel if they are not listened to.

Step 3	<p>10 Minutes – Conclusion and Evaluation</p> <ul style="list-style-type: none"> • Ask learners to list what they would do to make a victim of GBV feel comfortable talking to them. • Conclude the lesson by stating that: <ul style="list-style-type: none"> ➤ In every community, there will be people who can be trusted to listen and support a victim of GBV. ➤ Talking to someone about the problem is the first step to stopping the GBV from happening again and to reduce the impact of the GBV. ➤ It is important for each of us to have skills in listening so that if someone comes to us with a problem we can listen effectively. • Follow-up: ask learners to review what they have learnt in the module on Gender Based Violence as they will be asked some questions on it in the next lesson.
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MODULE C

Lesson 55: End of Module Assessment

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- Assess knowledge and understanding of the module

Preparation and Materials:

- Individual sheets for each learners
- Question and answer sheet (for facilitator)

Pre/Post-Module Assessment Forms

Instructions: This tool is designed to assess learners' knowledge and understanding on life skills content. The pre-test must be administered a day before learners begin each module, and the post test must be administered after they complete each module.

- Ask learners to write their names on the top of the paper.
- Ask them to write the numbers 1-10 going down the paper. Show on the board if necessary.
- Explain that each statement will be read out a total of 3 times to the learners and that they must sit quietly and not talk to anyone else.
- Explain that they should write the letter T if they think the statement is true and the letter F if they think the statement is false.
- Provide the following example if necessary:
 - Today, learners are doing the assessment for the life skills module. This is a true statement and the letter T should be written down.
- Let the learners know that there will be a total of 30 minutes for the assessment.
- Ask the learners if they are all ready.
- Begin reading out statement 1. Remind them that the answer to statement 1 should go next to the no.1 on their papers.
- Remind learners to sit quietly and listen as you carefully read each sentence aloud 2 to 3 times to the class.

In order to properly evaluate how much information learners have gained from the Life Skills Content Area, each learner's pre-test questionnaire must be matched with his or her post test questionnaire. This matching allows evaluators to track how learners change overtime.

Module C – Gender Based Violence

#	Statements	√ (T)	× (F)
1	Gender based violence can happen to anyone.	T	
2	Gender Based Violence is just about sexual abuse		F
3	GBV can have short term and long term, negative effects upon a victim's economic, social, sexual and psychological situation.	T	
4	Sex and gender are the same.		F
5	Yelling at someone repeatedly is a form of gender based violence		F
6	GBV occurs as a result of an abuse of power. The perpetrator uses force(economic, physical, emotional) over the victim even though the victim has not consented.	T	
7	If someone is raped, they should keep it a secret.		F
8	In every community, there will be people who can be trusted to listen and support a victim of GBV.	T	
9	Talking to someone about the problem is the last step to stopping the GBV from happening again and to reduce the impact of the GBV.		F
10	Young women under age 18 should not be forced to marry older men		

Activities:

Step 1	10 minutes –Introduction <ul style="list-style-type: none">• Explain that this lesson will be looking at how well learners have done over the past topic. Explain the process of the assessment to the learners.
Step 2	30 minutes – Main Activity 1 – Assessment <ul style="list-style-type: none">• Conduct the assessment
Step 3	5 minutes – Evaluation, Conclusion and Follow up <ul style="list-style-type: none">• Collect in the papers from the learners• Thanks them for their time and let them know that they can have their scores in the next lesson.• Explain briefly that the next module will be about keeping our families and communities healthy.